DOCUMENT RESUME

ED 216 584 HE 014 980

TITLE	The Internationalization of Higher Education: A Final Summary Report. R.I.H.E. Research Project on The Internationalization of Higher Education.
INSTITUTION	Hiroshima Univ. (Japan). Research Inst. for Higher Education.
SPONS AGENCY	Ford Foundation, New York, N.Y.; Ministry of Education, Tokyo (Japan).
PUB DATE	Dec 81
NOTE	86p.; Questionnaires in English and Japanese.
AVAILABLE FROM	Research Institute for Higher Education, Hiroshima University, Hiroshima, Japan 730.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	College Faculty; College Instruction; *Foreign Countries; Graduate Study; *Higher Education; *International Educational Exchange; School Surveys; Student Attitudes; *Student Exchange Programs; *Study Abroad; Teacher Attitudes; *Teacher Exchange Programs; Universities
IDENTIFIERS	Asia; Europe; *Japan; United States

ABSTRACT

Factors and conditions that facilitate or retard international exchange in education and research at Japanese universities were studied, and Japanese higher education was assessed from the perspective of international openness. The following surveys were conducted: an Institutional Survey on International Exchange Programs in Japanese Universities, a National Survey of Opinion among Foreign Teachers at Japanese Universities and Colleges, and a Survey of Opinion among Foreign Students Concerning Japanese Graduate Education. Sample questionnaires in English and Japanese for the latter two surveys are appended. It was found that more than 40 percent of the institutions have some organizations or positions dealing with international exchange, and more than 20 percent of the institutions have some cooperative relationship or exchange program with foreign institutions. In addition, more than 80 percent of the institutions employ foreign teachers, full-time or part-time. In contrast with foreign teachers, more than 70 percent of foreign graduate students seemed to be satisfied with the graduate school they attend. However, they did not necessarily feel that Japanese universities have reached the international academic standard. Foreign university teachers in Japan criticized the research orientation rather than teaching orientation of Japanese professors, the lack of an organized and structured curriculum, and the uniform and inflexible teaching methods and patterns. Summary reports on the following international study tours are also presented: international academic exchange in Europe and the United States, appointment procedures of foreign professors in comparative perspective, and international academic exchange between Japan and Asia. A bibliography is appended. (SW)

ED216584

The Internationalization of Higher Education

A FINAL SUMMARY REPORT

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Research Institute for H. F. Hiroshima Univ.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

December 1981

R. I. H. E. Research Project on
The Internationalization of Higher Education

Research Institute for Higher Education (R.I.H.E.)
Hiroshima University
Hiroshima, Japan

HE 014 980

The Internationalization of Higher Education

— A Summary Report —

CONTENTS

Preface 3

List of Project Members and Associates 4

Introduction — Purpose and Method 5

I. Institutional Survey on International Exchange Programs in Japanese Universities 9

II. A National Survey of Opinion among Foreign Teachers at Japanese Universities and Colleges 13

III. A Survey of Opinion among Foreign Students concerning Japanese Graduate Education 23

IV. International Academic Exchange in Europe and the United States (A Summary Report of the First International Study Tour) 33

V. Appointment Procedures of Foreign Professors in Comparative Perspective (A Summary Report of the Second International Study Tour) 39

VI. International Academic Exchange between Japan and Asia (A Summary Report of the Third International Study Tour) 45

VII. Conclusion 49

Appendix. 55

A. List of Publications

1– 6 Series of Project Reports 57

7–16 Other Publications 62

B. Questionnaires

1. A National Survey of Opinion among Foreign Teachers at Japanese Universities and Colleges 63

2. A Survey of Opinion among Foreign Students concerning Japanese Graduate Education 69

C. Program of the International Study Tours

1. The First International Study Tour 89

2. The Second International Study Tour 95

3. The Third International Study Tour 97

Preface

For the period of 1977–81, as one of our Institute's major activities, we have conducted a joint research project on the *Internationalization of Higher Education*, supported by the research grants from the Japanese Ministry of Education and the Ford Foundation.

The ultimate aim of the project was to encourage a wider and freer exchange of students and teachers between other countries and Japan, so that Japanese higher education, often criticized as being parochial and closed to outsiders, might be more genuinely internationalized. In addition, it is hoped that the improvement in the quality of Japanese university education schould be made through the criticism and evaluation by these foreign teachers and students who can look Japanese universities in comparison with their home countries.

Thanks to the cooperation of all those who concerned with this project as well as to the financial support provided by the Japanese Ministry of Education and the Ford Foundation, all of the programs planned for the project have been completed now. This report is a summary of all the project findings. A full report has been published in a series of publications (in Japanese) listed in the Appendix. Although the English language report is too short to provide a complete analysis, it does give a summary of the major findings.

November 1981

Kazuyuki Kitamura
Professor, RIHE
Project Coordinator
of
the Internationalization of Higher Education

List of Project Members and Associates

Ikuo AMANO, Associate Professor, Faculty of Education, University of Tokyo
Takekazu EHARA, Associate Professor, Faculty of Education, Nara University of Education
Fujio IKADO, Professor, Institute of Philosophy, University of Tsukuba
Minoru ISHIZUKI, Professor, Faculty of Literature, Osaka City University
Kazuyuki KITAMURA, Professor, R. I. H. E., Hiroshima University, Project Coordinator
Tetsuya KOBAYASHI, Professor, Faculty of Education, University of Kyoto
Koichi MARUYAMA, Associate Professor, Research Institute for Comparative Education and Culture, Kyushu University
Akira MIYAKE, Professor, College of Liberal Arts, International Christian University
Shigeru NAKAYAMA, Lecturer, College of General Education, University of Tokyo
Akira NINOMIYA, Associate Professor, Faculty of Education, Hiroshima University
Yutaka OTSUKA, Researcher, National Institute for Educational Research
Yasumasa TOMODA, Associate Professor, Faculty of Human Sciences, Osaka University
Toru UMAKOSHI, Associate Professor, R. I. H. E., Hiroshima University
Yoshihito YASUHARA, Researcher, National Institute for Educational Research
Nobuyuki YUASA, Associate Professor, Faculty of Letters, Hiroshima University
Hirotoshi YAMASAKI, Research Assistant, R. I. H. E., Hiroshima University

Associates:
Philip G. Altbach, Professor, State University of New York at Buffalo
Wiliam K. Cummings, Assistant Professor, University of Chicago
Michael John Littlemore, Foreign Lecturer, Faculty of Integrated Arts and Sciences, Hiroshima University
Peter Julian Makin, Foreign Lecturer, Faculty of Letters, Hiroshima University
Shigeo NISHIMURA, Lecturer, Mimasaka Junior College

Introduction

—Purpose and Method—

With the rapid economic growth of the 1960's, Japanese industry successfully established itself in the world market. There was, at the same time, a realization that social and intellectual internationalization would have to accompany economic developments. Plans for international exchange and understanding in the fields of science, education and culture were developed. The universities were considered especially important in the process of intellectual internationalization. Several programs have been devised, such as the establishment of the United Nations University (which has its headquarters in Tokyo and has received significant funding from Japanese sources) and the Japan Foundation, expansion in the numbers of foreign students in Japanese universities and increased concern for the welfare of these students, and considerable debate concerning the role of foreign faculty in Japanese universities, which resulted in a diet discussion concerning the employment and status of foreign teachers in the national and public universities.

With this increased consciousness of internationalization in higher education, it is important to examine how academic institutions have responded to the demand for internationalization. This study, with such concerns in mind, has been conducted by a research team of 16 full-time and affiliated staff members at the Research Institute for Higher Education, Hiroshima University (see; list of project members, p.4).

The purposes of this study were:

a) To analyze the factors and conditions which facilitate (or retard) international exchange in education and research at Japanese universities, and b) to evaluate Japanese higher education from the perspective of "international openness" through opinion surveys of foreign teachers and foreign students.

For this purpose, we conducted:

1) An institutional survey of international exchange programs at universities in Japan, and
2) A national opinion survey of foreign teachers at Japanese universities. This was the first national survey concerning foreign teachers ever conducted in this country.
3) An opinion survey of foreign graduate students studying in some universities in Japan.
4) An international survey of the status of foreign teachers and students at universities and colleges in Asia, Europe, and the United States.

The first step of this study project was a workshop on *the Internationalization of Higher Education* held on 31 October-2 November 1977 at Hiroshima and sponsored by the R. I. H. E. (see Appendix A–1)

The following sections will summarize the major research results of our project. Appendices at the end of this report provide additional statistical and methodological information concerning the research. We are convinced that this research effort has focused attention on a key aspect of Japanese higher education at a time when intellectual and cultural activities must catch up to economic realities and to Japan's important role in the international arena.

I

Institutional Survey of International Exchange Programs in Japanese Universities

This survey was carried out in November 1978 in order to obtain an overview of the present situation in international exchange activities at Japanese universities and generate the basic data and materials for conducting the surveys of foreign teachers and students. Questionnaires were sent to all of the 433 institutions of higher education in the country as of November 1978 and 336 universities responded to our questionnaire (the response rate was 77.6%). In the questionnaire, we inquired about the presence of organizations or offices dealing with international exchange affairs, the presence of cooperative relationships with foreign institutions concerning teacher and student exchange, and the present conditions of employment for the foreign teachers and demands for increasing their numbers. We also collected statistics, data and other related materials concerning international exchange.

Our results indicate that there are 142 institutions (42%) which have some organizations or posts dealing with international exchange, and 87 institutions (26%) which have some cooperative relationship or exchange programs with foreign institutions. The number of institutions employing foreign teachers, full-time or part-time, is 275 (82%). Among them, 190 institutions (57%) employ full-time staff, while 81 institutions (24%) employ only part-time staff. On the other hand, only 61 institutions (18%) do not employ any foreign teachers. From these results we gained the impression that a much larger number of Japanese universities employed foreign teachers in some way or other than we had expected. Furthermore, 108 institutions (32% of all respondent institutions) wish to employ foreign teachers for the first time, or to increase the number of their foreign teachers, in the future. Therefore, it seems that the demand for more foreign teachers is considerable.

[Table 1] Institutional Survey

	National	Public	Private	Total
All institutions (a)	87	33	313	433
Institutions Responded (b)	81	28	234	343
Rate of Return (b/a)	93.1%	84.8%	74.8%	79.2%
Effective Response: Number of Institutions (c)	81	28	227	336
Rate (c/a)	93.1%	84.8%	72.5%	77.6%

[Table 2] Institutional Survey on Foreign Teachers

		National		Public		Private		Total	
			(%)		(%)		(%)		(%)
Number of Institutions with or without Foreign Teachers	1) Institutions Employing	79	97.5	24	85.7	172	75.8	275	81.8
	a) Full-time Teachers	59	72.8	6	21.4	125	55.1	190	56.5
	b) Only Part-time Teachers	20	24.7	17	60.7	44	19.4	81	24.1
	c) Not-ascertainable	0	0.0	1	3.6	3	1.3	4	1.2
	2) Institutions Not Employing Foreign Teachers	2	2.5	4	14.3	55	24.2	61	18.2
	Total	81	100.0	28	100.0	227	100.0	336	100.0
			(%)		(%)		(%)		(%)
Number of Employed Teachers	Full-time	239	43.1	18	17.0	600	37.4	857	37.8
	Part-time	268	48.3	76	71.7	914	56.9	1,258	55.5
	Not-known	48	8.6	12	11.3	91	5.7	151	6.7
	Total (a)	555	100.0	106	100.0	1,605	100.0	2,266	100.0
			(%)		(%)		(%)		(%)
Number of Sample Teachers (Only Full-time Teachers) by Subject	Language & Literature	168	94.4	6	46.2	322	65.3	496	72.5
	Other	7	3.9	0	0.0	90	18.3	97	14.2
	Not-known	3	1.7	7	53.8	81	16.4	91	13.3
	Total (b)	178	100.0	13	100.0	493	100.0	684	100.0
	Ratio of b/a	(32.1)		(12.3)		(30.7)		(30.2)	

Ⅱ

National Survey of Opinion among Foreign Teachers at Japanese Universities and Colleges

This survey, based on the results of the institutional survey, was intended to clarify the feelings and opinions among foreign teachers*. The reason for choosing foreign teachers was that there was almost no research of this kind and because it was assumed that foreign teachers who were commited directly to university education in Japan would have a keen understanding about international openness (or lack of it) in Japanese higher education.

We sent the questionnaires to all the full-time foreign teachers whose name, position and address had been identified**. While it was ascertained in the institutional survey that 2, 266 foreign teachers (857 full-time, 1, 258 part-time, 151 unclear) were employed at the respondent institutions, we were able to place 684 out of 857 full-time foreign teachers (133 institutions– 54 national, 4 public and 75 private) on our mailing list.

We mailed the questionnaire in February 1979 and received 371 answers (from 108 institutions– 46 national, 4 public and 58 private) by the end of March 1979 (the response rate was 57.2%). The questionnaire covered the basic demographic variables such as the name of the institution and department the teachers belong to, age, sex, nationality, academic specialization and length of employment, participation in the decision-making process, research and educational problems, reasons for working in Japanese universities, impressions and assessments of opinion about the new bill concerning the employment of foreign teachers at national and public universities. At the end of the questionnaire we also asked the teachers to comment freely. The responses were generally very useful, with 272 respondents (73.3%) giving fairly long and frank comments.

* A full report (in Japanese language) was printed in *Notes on Higher Education* (No.43, January 1980), see: Appendix A–4.

** For our questionnaire, see: Appendix B–1.

[Table 1] Number of Foreign Teachers in the academic years 1976 and 1977

		Total			National			Public			Private		
		Total	Male	Female	Total	M	F	Total	M	F	Total	M	F
	1976	847	686	161	136	165	31	18	17	1	633	504	129
	1977	875	712	163	202	168	34	19	18	1	654	526	128
Full-time	President	2	2	–	–	–	–	–	–	–	2	2	–
	Vice-President	1	1	–	–	–	–	–	–	–	1	1	–
	Professor	253	214	39	2	1	1	6	6	–	245	207	38
	Associate Professor	138	111	27	–	–	–	5	4	1	133	107	26
	Lecturer	409	320	89	196	163	33	3	3	–	210	154	56
	Assistant	72	64	8	4	4	–	5	5	–	63	55	8
Part-time	1976	1,193	881	312	228	168	60	82	62	20	883	651	232
	1977	1,236	890	346	260	186	74	84	67	17	892	637	255

Source: Mombusho; Gakko Kihon Chosa Hokokusho, 1977 ed.

Analytic Variables

In analysing the findings of the foreign teacher opinion survey and taking into account the variety of foreign teachers and the institutions they belong to, we have used two types of analysis. The first variables are the combinations of the kinds of institutions categorized according to type of control (national, public or private) and the numbers of foreign teachers including both full-time and part-time (institutions employing more than 15 are called "big" institutions, and less than 14, "small"). Our finding is that large institutions are 40 in total – 10 national, 3 public and 27 private; and the remaining 68 are small institutions. The second variables are the combinations of the kinds of institutions grouped by type of control and by their character, i.e. institutions specializing in foreign language teaching ("foreign") or of a more general nature ("general")

among the national and public ones, and "catholic", "protestant" or of a more general nature ("general") among the private institutions.

[Table 2] Institutional Survey on Foreign Teachers

		National		Public		Private		Total	
			(%)		(%)		(%)		(%)
Number of Institutions with or without Foreign Teachers	1) Institutions Employing	79	97.5	24	85.7	172	75.8	275	81.8
	a) Full-time Teachers	59	72.8	6	21.4	125	55.1	190	56.5
	b) Only Part-time Teachers	20	24.7	17	60.7	44	19.4	81	24.1
	c) Not-ascertainable	0	0.0	1	3.6	3	1.3	4	1.2
	2) Institutions Not Employing Foreign Teachers	2	2.5	4	14.3	55	24.2	61	18.2
	Total	81	100.0	28	100.0	227	100.0	336	100.0
			(%)		(%)		(%)		(%)
Number of Employed Teachers	Full-time	239	43.1	18	17.0	600	37.4	857	37.8
	Part-time	268	48.3	76	71.7	914	56.9	1,258	55.5
	Not-known	48	8.6	12	11.3	91	5.7	151	6.7
	Total (a)	555	100.0	106	100.0	1,605	100.0	2,266	100.0
			(%)		(%)		(%)		(%)
Number of Sample Teachers (Only Full-time Teachers) by Subject	Language & Literature	168	94.4	6	46.2	322	65.3	496	72.5
	Other	7	3.9	0	0.0	90	18.3	97	14.2
	Not-known	3	1.7	7	53.8	81	16.4	91	13.3
	Total (b)	178	100.0	13	100.0	493	100.0	684	100.0
	Ratio of b/a	(32.1)		(12.3)		(30.7)		(30.2)	

Nationality

As for nationality distribution among the foreign teachers, the highest proportion is 39.1% from the U.S. The percentage of American nationality is higher at private institutions than at national and public institutions, and in particular at the private small institutions 57.4% of all foreign teachers are from the U.S. As far as the result of this survey is concerned, 87.8% of all foreign teachers are from either North America (the U.S. and Canada) or Europe, while the percentage of foreign teachers from Asian countries including China (4.4%) and Korea (2.7%) is relatively low.

[Table 3] Nationality (Q-4)

		U.S.	Canada	W. Germany	U.K.	Spain	France	China	Korea	Others	Total
National & Public	Foreign Language	4 (15.4)	0 (0.0)	2 (7.7)	1 (3.8)	2 (7.7)	1 (3.8)	2 (7.7)	1 (3.8)	13 (50.1)	26 (7.1)
	General	36 (34.3)	3 (2.9)	22 (21.0)	21 (20.0)	1 (1.0)	14 (13.3)	5 (4.8)	0 (0.0)	3 (2.7)	105 (28.7)
	Total	40 (30.5)	3 (2.3)	24 (18.3)	22 (16.8)	3 (2.3)	15 (11.5)	7 (5.3)	1 (0.8)	16 (12.2)	131 (35.8)
Private	Catholic	22 (27.5)	4 (5.0)	16 (20.0)	4 (5.0)	15 (18.8)	4 (5.0)	0 (0.0)	0 (0.0)	15 (13.7)	80 (21.9)
	Protestant	46 (75.4)	1 (1.6)	4 (6.6)	5 (8.2)	0 (0.0)	1 (1.6)	1 (1.6)	3 (4.9)	0 (0.0)	61 (16.7)
	Foreign Language	6 (30.0)	1 (5.0)	1 (5.0)	1 (5.0)	5 (25.0)	1 (5.0)	0 (0.0)	0 (0.0)	5 (25.0)	20 (5.5)
	General	29 (39.2)	2 (2.7)	10 (13.5)	7 (9.5)	5 (6.8)	3 (4.1)	8 (10.8)	6 (8.1)	4 (5.3)	74 (20.2)
	Total	103 (43.8)	8 (3.4)	31 (13.2)	17 (7.2)	25 (10.6)	9 (3.8)	9 (3.8)	9 (3.8)	24 (10.4)	235 (64.2)
Grand Total		143 (39.1)	11 (3.0)	55 (15.0)	39 (10.7)	28 (7.7)	24 (6.6)	16 (4.4)	10 (2.7)	40 (10.8)	366 100.0

0.0000

Specialization

As for the academic specialization of the foreign teachers, the highest percentage is in languages (33%). Adding 26.1% for "language and literature", as many as 59.5% of foreign teachers are in the foreign language related fields. Consequently, the three chief faculties that foreign teachers belong to are: faculty of foreign languages (32.2%), literature (28.5%) and liberal arts and sciences (11.3%). As for the teaching subject, those who teach only language make up 22% and those who teach another subject besides language constitute 56%, while those who have nothing to do with language teaching make up 22.6%.

[Table 4] Academic Specialization (Q–5)

Institutions		Language (1)	Literature (2)	(1) + (2)	Other	Total
National & Public	Foreign Language	7 (26.9)	3 (11.5)	13 (50.0)	3 (11.5)	26 (7.1)
	General	36 (34.0)	24 (22.6)	31 (29.2)	15 (14.2)	106 (28.8)
	Total	43 (32.6)	27 (20.5)	44 (33.3)	18 (13.6)	132 (35.9)
Private	Catholic	25 (30.9)	10 (12.3)	18 (22.2)	28 (34.6)	81 (22.0)
	Protestant	15 (24.6)	15 (24.6)	10 (16.4)	21 (34.4)	61 (16.6)
	Foreign Language	6 (30.0)	4 (20.0)	8 (40.0)	2 (10.0)	20 (5.4)
	General	34 (45.9)	8 (10.8)	16 (21.6)	16 (21.6)	74 (20.1)
	Total	80 (33.9)	37 (15.7)	52 (22.0)	67 (28.4)	236 (64.1)
Grand Total		123 (33.4)	64 (17.4)	96 (26.1)	85 (23.1)	368 (100.0)

0.0009

Status of Foreign Teachers

The status of the foreign teachers symbolically appears in the distribution of their professional ranks. Full-time foreign teachers at national and public institutions consist of "Gaikokujin-Kyôshi" or foreign teacher (79.5%) and "Kyakuin-Kyôju" or visiting professor (18.9). On the other hand at private institutions those who hold the rank of Professor (Kyôju), Associate Professor (Jokyôju) or Lecturer (Kôshi) amount to 54.2%, i.e., 23.7%, 14.7%, 15.8% respectively. As for the employment contract, 89% of the foreign teachers at national and public institution are employed for a limited period of time (without tenure), while 55% of those at private institutions are permanently employed (with tenure). But 37% of the foreign teachers at private institutions are employed for a limited period of time.

As for participation in faculty meetings (Kyôjukai), 78.1% of the foreign teachers at national and public institutions do not have the right to participate, while 61.2% of the foreign teachers at private institutions have the same rights of participation and vote on the same basis as Japanese staff. (Those who have no such rights are 25%.)

[Table 5] Academic Position (Q–15)

Institutions		Professor	Associate Professor	Lecturer	Assistant	Visiting Professor	Foreign Teacher	Other	Total
National & Public	Foreign Language	0	0	0	0	20 (76.9)	6 (23.1)	0	26 (7.1)
	General	0	0	0	0	5 (4.7)	99 (93.4)	2 (1.9)	106 (28.9)
	Total	0	0	0	0	25 (18.9)	105 (79.5)	2 (1.5)	132 (36.0)
Private	Catholic	38 (47.5)	13 (16.3)	22 (27.5)	0	1 (1.3)	5 (6.3)	1 (1.3)	80 (21.8)
	Protestant	27 (44.3)	14 (23.0)	12 (19.7)	3 (4.9)	1 (1.6)	4 (6.6)	0	61 (16.6)
	Foreign Language	7 (35.0)	6 (30.0)	6 (30.0)	0	0	1 (5.0)	0	20 (5.4)
	General	15 (20.3)	21 (28.4)	18 (24.3)	0	6 (8.1)	13 (17.6)	1 (1.4)	74 (20.2)
	Total	87 (37.0)	54 (23.0)	58 (24.7)	3 (1.3)	8 (3.4)	23 (9.8)	2 (0.9)	235 (64.0)
Grand Total		87 (23.7)	54 (14.7)	58 (15.8)	3 (0.8)	33 (9.0)	128 (34.9)	4 (1.1)	367 (100.0)

0.0

[Table 6] Appointment Contracts (Q–16)

Institutions		Regular with tenure	Regular without tenure	Visiting	Other	Total
National & Public	Foreign Language	0	17 (68.0)	8 (32.0)	0	25 (6.8)
	General	0	100 (94.3)	5 (4.7)	1 (0.9)	106 (28.9)
	Total	0	117 (89.3)	13 (10.0)	1 (0.8)	131 (35.7)
Private	Catholic	56 (69.1)	23 (28.4)	1 (1.2)	1 (1.2)	81 (22.1)
	Protestant	31 (50.8)	17 (27.9)	0	13 (21.3)	61 (16.6)
	Foreign Language	6 (30.0)	13 (65.0)	0	1 (5.0)	20 (5.4)
	General	36 (48.6)	34 (45.9)	4 (5.4)	0	74 (20.2)
	Total	129 (54.7)	87 (36.9)	5 (2.1)	15 (6.4)	236 (64.3)
Grand Total		129 (35.1)	204 (55.6)	18 (4.9)	16 (4.4)	367 (100.0)

0.0

[Table 7] Participation in Faculty Meeting (Kyojukai)

Institutions		Full voting	Partial voting	Non-voting	Observer	Not at all	Other	Total
National & Public	Foreign Language	0	0	0	1 (4.2)	22 (91.7)	1 (4.2)	24 (6.7)
	General	0	1 (1.0)	9 (8.7)	9 (8.7)	81 (77.9)	4 (3.8)	104 (28.9)
	Total	0	1 (0.8)	9 (7.0)	10 (7.8)	103 (80.5)	5 (3.9)	128 (35.6)
Private	Catholic	61 (77.2)	2 (2.5)	2 (2.5)	0	13 (16.5)	1 (1.3)	79 (21.9)
	Protestant	47 (77.0)	3 (4.9)	3 (4.9)	0	7 (11.5)	1 (1.6)	61 (16.9)
	Foreign Language	0	0	0	1 (5.3)	17 (89.5)	1 (5.3)	19 (5.3)
	General	34 (46.6)	2 (2.7)	7 (9.6)	6 (8.2)	21 (28.8)	3 (4.1)	73 (20.3)
	Total	142 (61.2)	7 (3.0)	12 (5.2)	7 (3.0)	58 (25.0)	6 (2.6)	232 (64.4)
Grand Total		142 (39.4)	8 (2.2)	21 (5.8)	17 (4.7)	161 (44.8)	11 (3.1)	360 (100.0)

0.0

Improvement of Employment Conditions

Among the items concerning the improvement of employment conditions, the material and economic living conditions such as "better housing" and "an increase in salary" are considered "very important" or "fairly important" by a significant minority of foreign teachers, 37.7% and 45.9% respectively. However, a much larger percentage of foreign teachers express a strong demand for security in their status and position in a broad sense, with, for example, "health insurance" (65.7%), "pension rights and retirement benefits" (75.7%) and "security of status" (78.9%). It is also notable that many of them want "improvement of teaching conditions" (79.0%) and "participation in the decision-making process" (71.3%).

[Table 8] Improvement in Living Conditions

Institutions		An Increase in Salary	Better Housing	Participation in Decision-making	Security of Status	Health Insurance	Improvement of Teaching Conditions	Pension Rights and Retirement Benefits
National & Public	Foreign Language	12 (50.0)	14 (58.3)	17 (70.8)	24 (100.0)	20 (83.3)	21 (91.3)	22 (100.0)
	General	28 (30.1)	33 (35.1)	78 (78.8)	91 (89.2)	81 (81.9)	81 (81.0)	86 (86.9)
	Total	40 (34.1)	47 (39.8)	95 (77.2)	115 (91.3)	101 (82.1)	102 (82.9)	108 (89.3)
Private	Catholic	21 (38.9)	12 (24.0)	40 (70.2)	37 (68.5)	30 (56.6)	46 (75.4)	36 (65.4)
	Protestant	24 (42.1)	18 (32.8)	31 (56.3)	31 (58.5)	25 (48.1)	40 (69.0)	32 (60.4)
	Foreign Language	14 (73.7)	5 (33.3)	17 (89.5)	17 (89.5)	10 (62.6)	15 (83.3)	16 (88.9)
	General	46 (66.6)	32 (49.3)	46 (68.7)	51 (77.3)	37 (56.9)	56 (82.4)	45 (78.1)
	Total	105 (52.8)	67 (36.2)	134 (67.6)	136 (70.8)	102 (54.9)	157 (76.6)	129 (67.2)
Grand Total		145 (45.9)	114 (37.7)	229 (71.3)	251 (78.9)	203 (65.7)	259 (79.0)	237 (75.7)
		0.0000	0.1019	0 0412	0.0001	0.0006	0.1912	0.0004

Impression and Evaluation of Japanese Higher Education

The average image of Japanese universities among the foreign teachers is as follows. They consider Japanese faculty members generally "enthusiastic about teaching students" (62.5%), but much more "research-oriented" (78.6%). 47.5% of them agree that "Japanese faculty members are indifferent to foreign colleagues" and 56.1% agree that "administrative clerks understand the problems of foreign teachers". A great majority of them (90.8%) affirm "I would be happy to continue teaching here in the long term". In spite of these good impressions about Japanese universities, 71.7% of the foreign teachers feel that "the Japanese academic market-place is closed to foreign scholars" and 89.7% assert that "foreign teachers should have the same voting rights as Japanese colleagues".

As for the Japanese students, 76% of the foreign teachers say "Most students in my class are generally satisfied with my way of teaching" and only 15% think that "Japanese students would prefer to avoid foreign teachers' classes because of linguistic difficulties". On the other hand, only 22% agree with the statement: "Japanese students are generally creative and are willing to make their own judgement."

[Table 9] Impression and Evaluation of Japanese Higher Education (Q–24)
(Ratio of those who "strongly agree" and "agree with reservation")

Institutions		(A)*	(B)*	(C)*	(D)*	(E)*
National & Public	Foreign Language	18 (78.3)	14 (63.6)	22 (100.0)	16 (66.7)	16 (66.7)
	General	85 (84.2)	48 (47.1)	83 (81.3)	60 (58.8)	48 (47.5)
	Total	103 (83.1)	62 (50.0)	105 (84.6)	76 (60.3)	64 (51.2)
Private	Catholic	72 (96.0)	59 (77.7)	79 (98.8)	74 (91.4)	51 (65.4)
	Protestant	57 (95.0)	37 (62.7)	56 (91.8)	49 (80.3)	35 (59.3)
	Foreign Language	19 (95.0)	12 (60.0)	20 (100.0)	15 (75.0)	6 (33.4)
	General	62 (88.6)	47 (69.1)	64 (88.9)	49 (69.0)	40 (58.0)
	Total	210 (93.4)	155 (69.5)	219 (94.0)	187 (80.3)	132 (58.9)
Grand Total		313 (89.7)	217 (62.5)	324 (90.8)	263 (73.2)	196 (56.1)
		0.0061	0.0027	0.0003	0.0031	0.0104

* (A) Foreign teachers should have the same voting rights as Japanese colleagues.
  (B) My impression of Japanese colleagues is that they are enthusiastic about teaching.
  (C) I would be happy to continue teaching here in the long term.
  (D) I feel the academic structure and facilities at my institution are suitable for effective teaching.
  (E) Administrative clerks understand the problems of foreign teachers.

Free Comments on Japanese Higher Education

We cannot help observing that foreign teachers look upon Japanese schools and education, particularly higher education, as well as on Japanese colleagues and students, with considerable criticism. Firstly, as far as Japanese university education in general is concerned, as seen in the following comments, foreign teachers make very radical criticisms about its basic nature.

For example;

* The present "juken" or entrance examination system results in a lot of mentally exhausted (but intelligent) 18-year-olds in the "elite" schools.
* Japanese universities have introduced the worst things of European and American university systems.
* Too often I hear of professors who prefer to do their own research, rather than teaching.
* I know of no other country where "motivation" is such a problem at the university level as it is in Japan.
* Japanese education is a one-way street in which students don't think but merely parrot their teachers.
* The most serious shortcoming of higher education in Japan is the reluctance of the various institutions to dismiss (flunk out, wash out) students who are not applying themselves and who are not progressing in their studies.

In short, their common opinion of higher education in Japan is that Japanese universities have turned into a place for relaxation or recreation, in the last stage of schooling under the entrance examination system, not into a place for serious study. As a result, a lot of poorly-motivated students graduate very easily. What is worse, neither universities nor teachers intend to take effective measures to change this situation.

Foreign teachers also criticize Japanese students as follows;

* They are examination-oriented, feel free to cut classes to attend club activities, and are not accustomed to responding in class.
* They continue to expect to be "lectured at".
* They expect that the university will see to it that they complete their four years of college, rather than make it their personal responsibility; and so on.

As for the classes or curriculum at universities, the foreign teachers point out several problems in comparison with university education in foreign countries, such as over-densely scheduled classes for students, and conversely, over-long intervals between language classes which results in ineffective training, a trend that the curriculum is organized not according to students' requests but for faculties' convenience, classes are generally a one-way lecture style with little emphasis on discussion, etc.

With regard to foreign teachers' position at Japanese universities, they often express a feeling of dissatisfaction about not being treated equally with Japanese colleagues. They feel that Japanese faculty members view them as machines to teach language and hardly discuss common issues about teaching students with them as colleagues.

However, it should be noted that many few foreign teachers are fond of Japan and appreciate Japanese colleagues and students' kindness, in spite of many critical opinions.

Responses to the New Bill concerning Foreign Teacher Employment

When this survey was carried out, a new bill concerning foreign teacher employment was before the Diet. Consequently some questions about the bill were added to the questionnaire. But the detailed content of the

bill had not been made public and it was hard to obtain clear information about it. Therefore, in the questionnaire the new bill was explained as follows;

"At present, foreign scholars may not, by law, be appointed as regular faculty members at national and public universities in Japan. However, a new bill, intended to allow foreign scholars to be employed permanently and to participate in the staff meeting (though probably with limited voting rights) is before the Diet."

Based on this explanation, the following three questions were asked, i.e. "Were you aware of the new bill ?", "Do you think the introduction of the bill desirable ?" and "Please add any comments on the introduction of the bill, if you wish to".

292 respondents (81%) answered that they were aware of the presence of the bill. But this does not necessarily mean that they knew much about the contents of the bill. However, the fact that a majority of the foreign teachers, who probably feel cut off from information by the language barrier, were at least aware of the bill, indicates their extraordinarily close interest in this matter.

Next, those who felt the bill being before the Diet to be "desirable" numbered 304 (84%); "undesirable" 11 (3%); and "don't know" 46 (13%) respectively. Judging from these figures, it may be possible to say that an overwhelming majority of the foreign teachers support the bill. But there was some confusion about the content of the bill. Some comments on this matter show the various levels of conciousness among the foreign teachers about the bill, e.g. "Restricting the voting right at the faculty meeting is anachronistic. But since it is a progressive step forward, I agree with reservation." Thus, it is hard to conclude that the foreign teachers support it uniformly, and further detailed analysis, particularly of the free comments on this matter, seems to be needed. The following are some typical critical comments given by the foreign teachers.

* There can be no "second-class citizens" in a meaningful community of scholars and teachers.
* A change from "non-citizen" status to "second-class citizen" would be a change of very very dubious benefit!
* Japanese people's idea of internationalization is heavily Western-oriented and exchange with Asian neighbours is hardly taken into consideration.
* It is regrettable that the impetus for this bill came from general political quarters and not from within the Japanese academic world.
* Decisions are made with absolutely no information given to people who are or may be directly affected by them.

[Table 10] Awareness of the Bill (Q–25a)

Institutions		Yes	No	Total
National & Public	Foreign Language	16 (69.6)	7 (30.4)	23 (6.4)
	General	97 (92.4)	8 (7.6)	105 (29.0)
	Total	113 (88.3)	15 (11.7)	128 (35.4)
Private	Catholic	58 (71.6)	23 (28.4)	81 (22.4)
	Protestant	45 (73.8)	16 (26.2)	61 (16.9)
	Foreign Language	15 (75.0)	5 (25.0)	20 (5.5)
	General	61 (84.7)	11 (15.3)	72 (19.9)
	Total	179 (76.5)	55 (23.5)	234 (64.6)
Grand Total		292 (80.7)	70 (19.3)	362 (100.0)

0.0025

[Table 11] Desirability of the Introduction of the Bill to the Diet (Q–25b)

Yes	No	Don't know	Total
16 (72.7)	2 (9.1)	4 (18.2)	22 (6.1)
75 (72.8)	4 (3.9)	24 (23.3)	103 (28.7)
91 (72.8)	6 (4.8)	28 (22.4)	125 (34.8)
75 (92.6)	2 (2.5)	4 (4.9)	81 (22.6)
51 (83.6)	3 (4.9)	7 (11.5)	61 (17.0)
18 (90.0)	0	2 (10.0)	20 (5.6)
67 (93.1)	0	5 (6.9)	72 (20.1)
211 (90.2)	5 (2.1)	18 (7.7)	234 (65.2)
302 (84.1)	11 (3.1)	46 (12.8)	359 (100.0)

0.0050

It is hoped that these severe criticisms will be carefully considered and without prejudice by universities, the Diet and government if the bill is discussed hereafter.

Concluding Remarks

Some of our research findings have been described. It is our feeling that the internationalization of universities cannot be accelerated merely by a change in legal provisions or some consolidation of material conditions. Of course, such measures are certainly necessary as a starting point, but the real problem remains unsolved. A comment given by a foreign teacher saying that it will take years for a foreign person to be accepted – really accepted – by Japanese colleagues, even if the bill is passed, fits the point. Japanese academics must more fully accept foreign staff members as colleagues, regardless of their legal status.

Ⅲ

A Survey of Opinion among Foreign Students concerning Japanese Graduate Education

Purpose

The purpose of this study was to examine how foreign students feel about Japanese graduate education and conditions of study, to analyze their consciousness and evaluation of the academic quality of Japanese universities, and the degree of "internationalization" of Japanese higher education in comparative perspective.*

The reasons why we have confined to the graduate post baccaulaurate students rather than undergraduates are:

(1) No previous research concentrating solely on graduate students has ever appeared in Japan, although various surveys on undergraduate students or the mix of both graduates and undergraduates, has been conducted.

(2) For the purpose of the analysis of academic aspects in Japanese university in comparative perspective, graduate students who have much more academic life experience both in Japan and in their own countries than undergraduates seem to be more appropriate sample for this survey.

* The Japanese edition is to be printed in *Notes on Higher Education* (See Appendix A-6)

Method

Our research population was 1, 145 full-time foreign graduate students enrolled in 9 national universities (913 people) and 5 private universities (232 people) in May 1979.* These 14 universities were selected because they have relatively large numbers of foreign graduate students. Our sample of 1, 145 students is 54.1 per cent of all of the foreign full-time graduate students (2, 116) enrolled in all Japanese universities in 1979, thus providing a very good overview of this population.

* The sample institutions are as follows:
National Universities - - Tokyo, Tokyo Kôgyo (Tokyo Institute of Technology), Tokyo Suisan, Tsukuba, Kyoto, Osaka, Kobe, Hiroshima, Kyushu Daigakus.
Private Universities - - Waseda, Keio, Meiji, Kokusai Kirisutokyo (International Christian University), Doshisha Daigakus.

The questionnaire was sent at the end of December 1979.

490 students out of 1, 145 in the sample population responded to the questionnaire for a response rate 44.7% (408 students or 44.7 percent of the students at national universities, 71 students or 30.6 percent of the students at private universities responded.).

The questions consisted of 1) Basic demographic data (age, sex, nationality, course and institution, scholarship and degree), 2) main reasons for coming to Japan for study abroad, 3) reasons and problems in choosing a specific graduate school, 4) entrance examination and ability of Japanese language, 5) decision concerning the research topic, 6) the level of understanding classes, 7) difficulties in obtaining academic degrees, 8) evaluation and general comments on Japanese higher education.*

* For the questionnaire, see Appendix B-2.

Demographic Information

42.2% of all the respondents are the biggest age group of 26–30 years old, and 76.5% are in the age group 26–35 years old. Male students accounted for 81.6 percent of all the respondents. Our sample came from 61 countries, including the diversity of national origins of foreign students in Japan. The largest number of students come from Taiwan (152 people) followed by Republic of Korea (87 people). The size of the groups then decrease dramatically with around 20 students coming from Indonesia and from Thailand, 10–19 students coming from four countries including Brazil. The rest of the student sample was scattered.

More than 70 per cent of all the foreign graduate students come from Asia. Students from two Japanese neighbours, Taiwan and Korea, were once under Japanese colonialism and have had common Kanji letter culture accounted for 50 per cent of the total respondents. (See Table 1)

[Table 1] National Origin of Foreign Graduate Students
(Total 490 sample) (%)

Taiwan People's Republic of China	160 (33.5)	Kanji letter Culture Countries
Republic of Korea	87 (18.2)	247 (51.7%)
Indonesia	29 (6.1)	South East and South Asia
Thailand	19 (4.0)	
Philippines	10 (2.1)	110 (23.0)
South Asia	52 (10.9)	
Australia and New Zealand	7 (1.5)	Europe and North America
U. S. A. and Canada	17 (3.6)	
Western Europe	23 (4.8)	
Eastern Europe	11 (2.3)	58 (12.1)
Middle East	13 (2.7)	Others 63 (13.2)
Africa	13 (2.7)	
Latin America	13 (2.7)	
N. A. and Unknown		12

56% of all the respondents are the married, and 72.3 per cent of them come to Japan with their family. As regards with the length of the period of stay in Japan, almost 40 per cent of them are staying for less than 2 years, and 80 per cent of all the respondents has stayed in Japan for less than 5 years.

85.2% (407 people) of the respondents are studying in the national universities, 14.2 per cent (71 people) are enrolled at private universities. Students in the master's degree course consist of 42.0 per cent (206 people) with doctoral degree students accounting for 33.9 per cent (166 people), part-time research students for 22.2 per cent (109 people), and others 1.0 per cent (5 people).

The field of study which foreign graduate students choose varies. The largest number of students study engineering (26.7 per cent or 113 people), followed by social science (16.5 per cent or 81 people), humanities (14.1 per cent or 69 people), agriculture (13.9 per cent or 68 people), health sciences (medicine, dentistry, pharmacy) (11.8 per cent or 58 people), education (7.8 per cent or 38 people), natural science (6.3 per cent or 31 people), others (0.2 per cent or 1 person) (N. A. 2.7 per cent). Separating the natural sciences from the humanities and social sciences, a total of 62.5 per cent of students are in the natural science area. There is a tendency for students from the Asian developing countries to study such applied areas as engineering and the natural sciences, while students from the Western industrialized nations focus on the social sciences and Japanese studies.

[Table 2] Students' Field of Study by National Origin

(%)

	Kanji letter Cultural Countries	South East & South Asia	Europe and North America	Others	N. A.	Total
Humanities	33 (13.4)	8 (7.3)	20 (34.5)	7 (11.1)	1 (8.3)	69 (14.1)
Social Science	47 (19.0)	16 (14.5)	8 (13.8)	9 (14.3)	1 (8.3)	80 (16.5)
Natural Science	17 (6.9)	7 (6.4)	3 (5.2)	3 (4.8)	1 (8.3)	31 (6.3)
Engineering	63 (25.5)	33 (30.0)	12 (20.7)	22 (34.9)	1 (8.3)	131 (26.7)
Agriculture	34 (13.8)	17 (15.5)	7 (12.1)	10 (15.4)	0 (0.0)	68 (13.9)
Health	37 (15.0)	13 (11.8)	2 (3.4)	6 (9.5)	0 (0.0)	58 (11.8)
Education	15 (6.1)	13 (11.8)	5 (8.6)	4 (6.3)	1 (8.3)	38 (7.8)
N. A.	1 (0.4)	3 (2.7)	2 (3.4)	2 (3.2)	7 (58.3)	15 (3.1)
TOTAL	247 (50.4)	110 (22.4)	58 (11.8)	63 (12.9)	12 (2.4)	490

53.9 per cent of the foreign students obtained scholarship assistance from Japanese government. 60.4 per cent of these students enrolled at national universities, while only 15.5 per cent of students who study at private universities obtained Japanese government scholarships.

54.5 per cent of the respondents had obtained the bachelor's degree before coming to Japan to study, while 26.7 per cent had a Master's degree and 2.7 per cent held a doctorate. 47.0 per cent of students in doctoral programs had already obtained the master's degree prior to coming to Japan.

The respondents varied in occupational status prior to coming to Japan, with 32.4 per cent holding positions as academics or researchers, 24.7 per cent were students, 10.6 per cent were company employees, 9.8 per cent were government officials, 5.5 per cent were school teachers, 3.1 per cent were without occupations and 10.0 per cent were in other jobs.

Choice of Japan for Study Abroad

The strongest reason for choosing Japan for study abroad is "academic or professional" (66.7%), followed by "interest in Japanese culture and society" (35.7%), "success in obtaining a scholarship" (35.7%). On the other hand, "geographical closeness" (18.0%), "difficulty of having appropriate graduate studies in home country" (17.0%), "high evaluation of studying in Japan in home country" (12.2%) seem to be less important reasons influencing students' decision. To the foreign students who obtained Japanese government scholarships, the major reason was "success in obtaining a scholarship". 64.5 percent of all the students responded that Japan was the first choice as a foreign place to study. Fewer students in doctoral degree courses (50.6%) than master degree courses students (70.4%) reported that Japan was the first choice for them. Geographically speaking, while more than 80 percent of students from Latin America (91.9%), North America (88.2%), Oceania (85.7%), Europe (82.4%) said that Japan is the first choice, fewer students from developing countries, particularly only around 50 percent of students from Africa, Korea, South East-Asia said that Japan is the first choice place for them. (See Table 3)

[Table 3] Response to the question "Was Japan your first choice as a foreign place to study ?"

(%)

		1. Yes	2. No	3. N.A.	If "No", then which country ?		
Total		64.5	35.1	0.4	U. S. A.	Europe	Asia
Course	Master	70.4	29.1	0.5	63.3	18.3	18.4
	Doctor	50.6	48.8	0.6	79.0	11.1	9.9
	Part Time Students	76.1	23.9	0.0	76.9	0.0	23.1
Region	Taiwan	68.8	31.3	0.0	84.6	9.6	5.8
	Korea	47.1	51.7	1.1	86.7	8.9	4.4
	South-East & South Asia	53.6	46.4	0.0	70.6	11.8	17.6
	Oceania	85.7	14.3	0.0	0.0	0.0	100.0
	North America	88.2	11.8	0.0	0.0	100.0	0.0
	Europe	82.4	17.5	0.0	16.7	33.3	50.0
	Middle East	76.9	23.1	0.0	33.3	0.0	66.7
	Latin America	91.9	8.1	0.0	66.7	33.3	0.0
	Africa	46.2	46.2	7.7	16.7	16.7	66.7
Field of Study	Humanities	85.5	13.0	1.4	55.6	33.3	11.1
	Social Science	75.3	24.7	0.0	50.0	35.0	15.0
	Natural Sciences	51.6	48.4	0.0	66.7	13.3	20.0
	Engineering	60.3	38.9	0.8	74.5	7.8	17.6
	Agriculture	58.8	41.2	0.0	78.6	10.7	10.7
	Health	50.0	50.0	0.0	89.7	0.0	10.3
	Education	57.9	42.1	0.0	81.3	6.3	12.5

Asian students (who comprise more than 70 per cent of the foreign students in Japan) in general chose the United States as their first choice as a place to study. 86.7 per cent of the Korean students chose the U. S. as their first choice, while 70.6 per cent of Southeast and South Asian students picked the United States. Only 10 per cent of the Asian students preferred Europe over the U. S.

The proportion of students who select Japan as first choice is high in the fields of humanities (85.5%) and social sciences (75.3%), while relatively low in the field of health (50.0%), natural sciences (51.6%), agriculture (58.8%), engineering (60.3%), and education (57.9%). Among these students, the majorities who select the U. S. A. as their first choice is especially high in the hield of health (89.7%), education (81.3%), agriculture (78.6%), and engineering (74.5%). In the humanities and social sciences, a majority of students who did not select Japan as first choice, also choose the U. S. A., and about 30 percent of them select Europe as first choice.

As to the extent of the satisfaction with the present graduate school, 73.9 percent of all the respondents show a satisfaction. Only 4.7 percent of respondents express dissatisfaction. The degree of the satisfaction is slightly higher in students at national universities than those who attend private universities, and also higher among students who obtained governmental scholarship than students who get no scholarship. (See Table 4)

[Table 4] Extent of Satisfaction with the Present Graduate School (%)

	Total	Institution		Scholarship	
		National	Private	Students with Scholarship	Students without scholarship
Very satisfied	20.6	21.1	15.5	23.1	17.5
Satisfied	53.3	53.6	56.3	54.2	52.4
Not so satisfied	17.1	15.5	25.4	14.4	20.3
Dissatisfied	4.7	4.9	2.8	5.3	3.8
Don't know	3.1	3.4	0.0	1.5	5.2
N. A.	1.2	1.5	0.0	1.5	0.9

Choice of University in Japan

Over half of the foreign students (57.3 per cent) had some knowledge concerning Japanese universities prior to coming to Japan. 90 per cent of the students at private universities had no information concerning their institutions, 49.5 per cent of the national university students were ignorant of Japanese institutions prior to studying in Japan. Taiwanese students were well-informed about Japanese higher education, with 98.1 per cent having some information, while nearly 10 per cent of students from Southeast Asia came to Japan without any knowledge about Japanese higher education.

The most important reason why students choose to come to Japanese universities are existence of "good professors in the major field" (38.0%), followed by "placement by the Ministry of Education"(38.3%) in the case of government scholarship students. In spite of these facts, a great majority (85.1%) did not want to transfer to another graduate school. However, 10 percent of the students want to transfer to other university, if possible.

Education in Graduate School

As to the level of ability in Japanese language, the proportion of students who described their ability "good" are 68.4 percent in hearing, 66.9 percent in reading, 64.5 percent in speaking, and 50.1 per cent in writing. The level of ability is varied. For instance, the proportion of students from Korea and Taiwan, the Kanji letter cultural region, who described their ability "good" is very high and seems to have no language problem because they responded that 93.1 per cent in reading, 84.2 per cent in hearing, 73.7 per cent in

speaking, and 71.6 per cent in writing are good. In contrast, students from North America and Europe have some difficulties in the ability in Japanese because 67.3 per cent in speaking, 66.5 per cent in hearing, 46.5 per cent in reading, and 34.5 per cent in writing report that they are "good." Moreover, students from South-east & South Asia and other regions have even greater difficulties in the ability of Japanese.

Not surprisingly, there is a strong correlation between length of stay in Japan and linguistic ability. Those who have stayed in Japan for more than one year report a higher level of ability than those who have less experience in the country. Further, linguistic ability seems to improve greatly after one year.

Students reported that in general Japanese is the only language used in their university classes. 63.7 per cent said that only Japanese is used, while 33.5 per cent indicated that some English was used and only 0.2 per cent indicated that much English is used in class.

The level of understanding of lectures and classes differed among the students. Approximately 45 per cent of the students indicated that they could comprehend 80 per cent of their lectures, seminars and laboratory work. A smaller number indicated that they could understand 50–60 per cent of their academic work (34.3 per cent in lectures, 38.1 per cent in seminars and 16.5 per cent in laboratory work). About 10 per cent of the students responded that their understanding of classes was very low. Students from South Asia had particular problems in this regard, as 26.3 per cent were deficient, while 19.1 per cent of students from the Middle East, Africa and Latin America indicated significant difficulties. If we notice the fact that only 4 percent of students from the Kanji culture district (they reported) cannot understand even half of the classes, the major reason for the difficulty of understanding classes among these students seems to lie in their lack of ability in Japanese language. As a matter of fact, about 60 percent of students said the lack of ability of Japanese language is the biggest reason. In contrast, the reasons why students who have good ability of Japanese feel classes difficult are "unsystematic teaching method" (18.6%), "insufficient training in basic subjects" (16.5%), "too high level of instruction" (11.3%), and "irrelevance of teaching contents" (6.2%).

To the question: "how often do you meet your supervising professor to discuss your study ?", 28.8 per cent of students meet less than 10 times a year, followed by 18.2 per cent of students meet 11–20 times, 14.7 per cent meet 41–100 times, 14.1 per cent meet 21–40 times a year. During a one year period in Japan, 0.8 percent of students reported that they have never met their supervising professors. 68.0 per cent of students reported that they are given sufficient advice and supervision in their graduate study and 18.9 per cent of students report that they were given insufficient advice and supervision. In terms of the degree of satisfaction with instruction given, students from Asia feel more satisfactory than American and European students, who are rather critical because 31 percent of them said insufficient advice is given.

[Table 5] Reasons why classes are difficult to understand

Personal Reasons	Lack of understnding of Japanese language	59.6%
	Insufficient training in basic subjects	8.4
	Sub-total	68.0
Contents and Methods of Classes	Too high level of instruction	8.0
	Irrelevance of teaching contents	2.9
	Unsystematic teaching method	9.0
	Sub-total	19.9
	N. A.	12.2

[Table 6] Satisfaction with instruction

	Total	Field of Study									Region			
		Non-Natural				Natural Sciences								
		Humanities	Social sciences	Education	Non-Natural sciences	Pure science	Engineering	Agriculture	Health	Natural sciences	Taiwan Korea	South-East & Asia	Europe and North America	Others
1. Yes	68.0	69.6	66.7	73.7	69.1	64.5	74.8	63.2	65.5	69.2	73.7	68.2	58.6	58.7
2. No	18.9	23.2	18.5	13.2	19.1	29.0	11.5	22.1	15.5	16.6	15.0	15.5	31.0	20.6
3. D.K.	9.8	4.3	9.9	13.2	8.5	3.2	11.5	10.3	12.1	10.3	7.7	12.7	5.2	17.5

Academic Degrees

Not surprisingly, much emphasis was given to the goal of obtaining academic degrees. 57.5 per cent of our sample indicated that earning an academic degree in Japan was necessary, with students at the Master's level placing even more stress on earning a degree (79.1 per cent). The need to obtain degrees was stressed most strongly by students from Asia and Africa, while students from industrialized nations do not place as much emphasis on their degrees. Doctoral students placed particularly heavy stress on obtaining their degrees, with 91.6 per cent indicating that it is necessary. Again, students from developing countries were particularly concerned about earning their degrees.

Student attitudes concerning the difficulty of completing academic degrees in Japan differed, with 53.3 per cent of the students at the Mster's level indicating that the work was not too difficult and only 16.3 per cent found it very difficult to obtain degrees. In contrast, 69.9 per cent of the doctoral students said that obtaining academic degrees is too difficult. There are also variations according to academic discipline, with 70 per cent of students in social science, humanities and education complaining about the difficulty of obtaining Japanese degrees, while 50 per cent have similar complaints in the natural sciences.

The prestige of foreign degrees varies, with American academic degrees in general most highly valued. 66.3 per cent indicated that American degrees are "very prestigious" and 23.5 per cent indicating "rather prestigious". In contrast, 48.6 per cent of our student sample claimed that European degrees are highly prestigious and 39.4 per cent claimed they are "rather prestigious." Japanese academic degrees were less highly valued, with 21.2 percent indicating highly prestigious and 50.6 per cent rather prestigious. The students were critical of the academic degrees of their home countries, and 17.6 per cent said that they are "very prestigious", 42.0 per cent said "rather prestigious", and 28.6 per cent said "not so prestigious".

[Table 7] Evaluation of Japanese Academic Degrees at Foreign Students' Home Countries

1 very prestigious 2 rather prestigious
3 Not so prestigious 4 Don't know

Degrees	response	Total	Taiwan	Korea	South-East & South Asia	Oceania	North America	Europe	Middle East	Latin America	Africa
Japanese Degree	1	21.2	18.8	28.7	21.8	0.0	5.9	11.8	23.1	23.1	32.4
	2	50.6	66.3	59.8	44.5	0.0	23.5	23.5	53.8	23.1	40.5
	3	13.7	10.0	6.9	18.2	42.9	29.4	23.5	0.0	23.1	10.8
	4	14.5	5.0	4.5	15.5	57.1	41.2	41.2	23.1	30.8	16.2
European Degrees	1	48.6	43.1	54.0	57.3	28.6	29.4	26.5	46.2	61.5	64.9
	2	39.4	43.8	33.3	35.5	57.1	52.9	58.8	46.2	30.8	29.7
	3	3.1	1.9	5.7	0.0	0.0	5.9	8.8	7.7	0.0	2.7
	4	9.0	11.2	6.9	7.3	14.3	11.8	5.9	0.0	7.7	2.7
American Degrees	1	66.3	63.1	73.6	80.9	0.0	52.9	32.4	61.5	53.8	83.8
	2	23.5	28.1	17.2	13.6	71.4	29.4	44.1	30.8	38.5	13.5
	3	3.3	2.5	4.6	0.0	14.3	0.0	17.6	7.7	0.0	0.0
	4	7.0	6.2	4.6	5.5	14.3	17.7	5.9	0.0	7.7	2.7
Degrees in Students' Home Countries	1	17.6	12.5	8.0	20.0	14.3	41.2	38.2	30.8	23.1	16.2
	2	42.0	51.9	44.8	30.9	71.4	29.4	38.2	30.8	53.8	37.8
	3	28.6	27.5	42.5	29.1	0.0	5.9	20.6	30.8	7.7	32.4
	4	11.8	8.1	4.5	20.0	14.3	23.5	2.9	7.7	15.4	13.5

[Table 8] Advantages of a Japanese degree

	Total	Region								
		Taiwan	Korea	Oceania	South-East & South Asia	North America	Europe	Middle East	Latin America	Africa
Very advantageous	21.6%	16.3	34.5	20.9	0.0	5.9	8.8	15 4	30.8	37.8
Advantageous	49.2	58.8	54.0	44.5	28.6	23.5	44.1	38.5	23.1	43.2
Not so advantageous	18.8	18.1	8.0	20.0	42.9	35.3	38.2	7.7	23.1	13.5
Don't know	10.4	6.9	3.4	14.5	28.6	35.3	8.8	38.5	23.1	5.4

With respect to the extent of a Japanese degree's advantage for employment, status or salary-increase in students' home countries, 21.6 per cent responded "very advantageous" and 49.2 per cent said "rather advantageous", while only 11.8 per cent responded "not so advantageous". Geographical diversity is evident. The regions where a Japanese degree is thought to be advantageous are Korea, Latin America, Taiwan, and South-East & South Asia, while areas where Japanese degrees are not so advantageous are Australia, New Zealand, and North America.

To the question: "Do you think that there is any problem to be solved in foreign students' obtaining an academic degree in Japan ?", 45.3 per cent of all students responded "Yes", while 14.9 per cent said "No". In this area, serious problems seem to be felt by students especially in the field of humanities, social sciences and education. According to foreign students' comments, improvement in the following four points has been proposed:

1) Doctoral degrees should be made more easily obtainable, especially in the field of humanities and social sciences, because Japanese doctoral degree is extremely difficult to obtain in these fields.
2) The traditional concept of "doctoral degree" which is conferred only on an outstanding academic achievement should be changed to more course work-oriented system like American Ph. D.
3) The procedures and standards for obtaining doctoral degrees in Japan are unclear and should be clarified so that they are understandable to foreign students.
4) Improvement in instruction and guidance for obtaining docoral degree should be made.

The Evaluation of Japanese Higher Education

63.5 per cent of all of the students indicate that "in general, Japanese universities have reached international academic standards". Only 13.7 per cent did not agree with the statement. Students in the natural sciences are more favorable than those in the humanities and social sciences. Students from Asian countries tend to be more favorable to Japanese academic degrees than those from North America and Oceania.

[Table 9] Responses to the statement: "In general, Japanese universities have reached to the international academic standards."

(per cent)

Response	Total	Field of Study						
		Humanities	Social Sciences	Pure Science	Engineering	Agriculture	Health	Education
1) YES	63.5%	47.8	53.1	74.2	72.5	60.3	79.3	52.6
2) NO	13.7	23.2	22.2	9.7	6.9	13.2	5.2	18.4
3) D. K.	22.8	29.0	24.7	16.1	20.6	26.5	15.5	28.9

To the statement that "Japanese universities are paying enough attention to the problems in developing countries", only 18.4 per cent of the respondents said "yes", while more than half (51.2%) responded negative answer. The similar trend was also seen both in the field of study and national origins. It seems that Japanese

universities are considered aloof from the problems of developing countries.

Unexpectedly, a majority (56.5%) did not agree with the proposal that "Japanese universities should provide foreign students with classes taught in English". Only 27.6 per cent supported the idea. However, more than 50 per cent of students from South-east and South Asia want to have classes in English.

To the statement that "Japanese professors are generous (not strict) to foreign students in terms of evaluation", the responses are diversified: "generous" (31.4%), "strict" (31.4%), and "don't know" (33.5%). Only 18.4 per cent of all the respondents agreed with statement: "In general, Japanese professors are indifferent to foreign students", while 64.3 per cent did not agree. Concerning attitude of Japanese students, nearly 70 per cent (69.8%) of all the foreign students agreed with the statement: "Japanese students at my graduate study are cooperative in my study". Only 18.4 per cent responded with a negative answer.

Finally, as to the evaluation of study abroad in Japanese university, 90.2 per cent of all the respondents answered "very helpful" or "helpful" to the question: "Do you think what you have studies at the Japanese graduate school will be helpful after returning to your home country ?"

General Comments of Foreign Students

At the end of the questionnaire, we asked for general comments or proposals concerning on higher education, faculty members, administration and students in Japanese universities on the basis of their experiences as a student. 62 percent (303 people) of all the respondents wrote their very frank comments. The languages used by them were English (126 people), Japanese (110 people), Chinese (34 people), Korean (21 people), Spanish (11 people), and French (1 person). The content of these comments are varied, but could be classified as following:

(I) The problems in the preparation and receiving foreign students (the attitudes of Japanese society and people torward foreign students; cultural and educational exchange programs in Japan; the possibility of internationalization of higher education; the existence of racial discrimination in Japanese society; Japanese attitude to international relationship, and so on).

(II) The lack of information and knowledge of studying in Japanese universities.

(III) Problems of Japanese languages and Japanese language programs.

(IV) Japanese higher education (including school system, methods of teaching, facilities, students, teachers, academic degrees, and so on)

(V) Proposals for policies concerning foreign students (policy for foreign students; improvements in institutional systems; living and learning expenses; the way of the allocation of foreign students to the institutions by the Ministry of Education; housing problems, and so on).

Ⅳ

International Academic Exchange in Europe and the United States

— First International Study Tour March to May, 1978* —

1. National Policy for International Academic Exchange

No comprehensive and integrated national policy for international academic exchange in the United States seems apparent. Although the Federal Government and Congress have traditionally placed emphasis on international academic exchange through the Fulbright-Hays programs and other related programs, in recent years the degree of investment in this area has been decreasing, as is clear from the fact that the budget of Fulbright programs is tending to decline as well as the fact that International Education Act of 1972 has never been funded. Various international programs sponsored by governmental agencies were provided, both duplicating each other and fragmentarily without effective coordination between various programs. In spite of these facts, however, it seems clear that still in the U. S., there are various financial sources, either governmental or private, available for a substantial number of American academics and students who want to participate in various kinds of international programs. This plurality of financial resources seems to be one of the forces by which the internationalization of American higher education has been actively promoted.

2. The Employment of Foreign Scholars

In terms of the employment of foreign scholars at universities and colleges as full-time regular faculty members, the United States, the United Kingdom and West Germany are "open-employment" oriented countries, while France, Italy and Japan are "closed-employment"oriented countries in the sense that the employment of foreign scholars is restricted by law. In the United States, the employment of foreign scholars is decided only on academic merit and generally regardless of their nationality, and their status, salary and other conditions are completely identical with those of American faculty members. The only restriction is the legal regulation that they must be permanent visa holders. In this sense, foreign scholars who live in the United States enjoy full equivalent status and conditions with American faculty provided that they are recognized as outstanding professionals in their academic fields. Still there seem some fundamental disadvantages for foreign scholars; they are required to have a good knowledge of the English language as well as superior academic ability to other American scholars in a particular academic field.

3. Opening the Japanese Academic Marketplace

In national and public universities in Japan, full-time employment of foreign faculty members is restricted by legal regulations. Attempts are being made to relax these restrictions in a new bill called "A Bill on Foreign Scholars at the National and Public Universities" proposed by some parliament members in the spring of 1978. If this bill is passed, it will be a great step in opening the way for the internationalization of the Japanese academic marketplace which has long been closed to foreign scholars. Although the legal restrictions may be largely abolished by the bill, there still remain a number of problems in Japanese higher education which have limited the openness of the academic marketplace such as the existence of academic cliques, and ideological sectionalism as well as "in-breeding" practices in personnel policy in the Japanese academic world. It may be said that the academic marketplace is not really open even to Japanese scholars. From the perspective of the international character of learning and the sciences, it is our conviction that Japanese academics should make every effort to open the way for the internationalization of the academic marketplace.

4. International Exchange of Scholars

In the United States, the international exchange of scholars has been promoted mainly at departmental and individual levels rather than at inter-institutional level. In general, the international exchange of faculty members is initiated by strong individual initiatives based on personal friendship between key persons in exchanging departments, and then reaches official agreements between departments or institutions. This

individual initiative may be one of the most effective ways for promoting the international exchange of scholars. It is often quite difficult to reach official agreements between institutions without such individual initiative and personal friendship.

5. Foreign Students in the United States

The number of foreign students in U. S. universities and colleges had continuously increased in the past 25 years. In 1950, the United States received 26, 000 foreign students, and in 1977 it accepted more than 200, 000 foreign students from all over the world. The United States is the largest "import" country in the world. Among many factors, the provision of various kinds of educational program, the existence of a great diversity of institutions, the relative openness of access to educational opportunities, the relatively well-established mechanisms for receiving foreign students, as well as the high prestige of many American universities, have attracted many foreign students to the United States. It is very significant to find a drastic increase of students from OPEC countries in recent years. For instance, until 1980 Iran was the biggest "export" country to the United States. It is clear that international student exchange is strongly affected by economic and social factors.

6. Imbalance in the International Student Exchange

Although the English-speaking countries such as the United Kingdom and the United States have accepted a great number of foreign students, the "export" of their own students has decreased in recent years. In such countries, the international balance of "import" and "export" is increasingly becoming a surplus of import. As a consequence, there are emerging several problems. Among them are: 1) the financial conditions of their universities are greatly affected by the "surplus" of foreign students, 2) educational opportunities for domestic students are limited (especially in the United Kingdom), 3) interest in foreign cultures and foreign languages has decreased among domestic students. In the United States, the number of American students who participated in study abroad programs had dramatically decreased in recent years. Although there are some reasons why study abroad decreased, such as rising costs of these programs, the devaluation of the U. S. dollar, and economic recession in the United States, it is surely a dangerous situation in the perspective of the internationalization of higher education to find that American students are less and less interested in foreign cultures and foreign languages.

7. Language Problems

In internationalizing higher education, the language barrier is one of our greatest concerns. Especially in such countries as Japan, where the scope of the national language is confined to Japan, the language barrier has influenced the activity of international academic exchange. Although training courses in the Japanese language should greatly be improved, it still seems absolutely impossible to expect every foreigner to master the Japanese language. Nor we can expect that the Japanese language will become one of the international languages in the future. Given this situation, it seems necessary, for the internationalizing of Japanese higher education, to devote more efforts to setting up academic programs in the English language in universities and colleges along with normal Japanese Programs.

8. The Status of International Divisions in Universities

In U. S. universities and colleges, we were impressed with the fact that conditions and provisions for receiving foreign students and scholars were rather well established. There are specialized international ex-

change offices which are staffed with a number of professional officials working specially with foreigners. Language centers and facilities are also very well provided. These kinds of international activities are given relatively high status in American universities and colleges. In Japan, apart from a very small number of universities and colleges, most of the international offices are extremely poorly staffed and have rather low status. For promoting the internationalization of higher education, every Japanese university should be more properly provided with appropriate facilities and professional staff for international exchange activities.

9. The Lack of Information on Japanese Universities

Many people concerned with international exchange programs in American universities and colleges expressed their hope to have more information on Japanese higher education. Following the rise of Japan in its international status, there is an increased interest in Japan. However, most of the program officers are not responsive to these requests because they have very limited information on Japanese universities and colleges. Thus only limited number of Japanese universities have some contacts with them. The Japanese government and universities should make every effort to introduce Japanese higher education to foreign countries.

10. Japanese Students in the United States

The number of Japanese students studying in the United States has been increasing. In 1964–65, approximately 3,000 students went to the U.S. This figure dramatically rose and 7,000 students were studying there in 1976–77. Japan is sending more students to the United States than she receives from all other countries. According to American international academic staff, Japanese students in the United States are relatively highly evaluated in terms of their academic ability, language facility and adaptation to academic environments. Many of the universities expressed a hope to send their students to Japan and to reach an agreement for the exchange of students. Some of the problems for promoting educational exchange between the United States and Japan are; 1) the lack of information on Japanese universities, 2) the purposes of study and the selection of institutions of American students are not always appropriately responded to Japanese side, 3) big language barriers, 4) the very limited number of Japanese universities which show interest in international exchange programs.

* The first international study tour was conducted by Kazuyuki Kitamura, Ikuo Amano, and Nobuyuki Yuasa. For Program information, see Appendix: C–1.
A full report was printed in the *Notes on Higher Education* (No. 33, October 1978). See: Appendix: A-2

V

The Appointment Procedures of Foreign Professors in Comparative Perspective

—A Summary Report of the Second International— Study Tour, Fedruary–March, 1980*

The appointment procedures of foreign professors at national and public university has become a controversial issue in Japan. As was mentioned, foreigners may not, by law, be appointed as regular faculty members at national and public universities because of their non-Japanese nationality. According to the traditional interpretation of the law supported by the government, 'Japanese nationality' is prerequisite condition for the the employment of public officials, and as professors at national and public universities are interpreted public officials, non-Japanese are not allowed to be appointed as a member of the Faculty conference (Kyôjukai, the most important decision-making organ in Japanese universities) in which "State's will" may be disscussed or decided.* This bureaucratic interpretation has increasingly been challenged by some scholars who demand reform in this anachronistic appointment system. In order to seek for a solution, we think that a comparative study on the appointment procedures in foreign countries may be profitable. This is the summary of the survey on the appointment system of foreign professors in the United States, and Europe, which has been conducted by K. Kitamura when he visited there for four weeks in the spring of 1980.

* According to the governmental view, the Faculty conference (Kyôjukai), as the supreme decisim-making organ in Japanese national and public universities, is interpreted as an arm of national establishments like other governmental agencies. Therefore, any decisions made at the Faculty conference should be regarded as a sort of "policy-making of the State's will." Thus, for the participation in the decision-making at the Faculty conference at national and public universities should naturally demand the participants (decision-makers) of holding Japanese nationality.

The United States

In the United States, legal status of major state (public) universities is considered as a public corporation which is generally insulated from the direct control of the public authority (the state and local governments). Therefore university professors are regarded as the employees of the Board of Regents of the public university rather than as public officials of the state or local governments. There is a legal distinction between public officials and public employees in the United States, but in Japan the social position of professors at public universities are legally interpreted "public officials." Accordingly, in the U. S., public officials' laws and regulations are not applicable to employees at public university, and all the powers and responsibilities concerning appointment procedures lie in the hands of the governing board (Board of Regents) of the university. Thus the appointment process of professors at the public university are exempt from the legal disqualification of employment of foreigners as public officials (which demand holding American nationality) in the United States. In this respect, as far as the appointment of university professors is concerned, the qualification of the employment of foreigners (the alien) has never become a controversial problem.

However, according to a federal regulation, the aliens must obtain labor certifications and permanent residence visa if they want to get a permanent job in the United States. This regulation is also applied to university professors who are not American citizens. If any public university wants to appoint foreigners to the faculty members, the employer (=the university) must show that the alien was selected for the job pursuant to a competitive recruitement and selection process through which the alien was found to be more qualified than any of the U. S. workers who applied for the job. This is the only condition for the foreign professors to be met in the United States.

The principle of appointment of professors at public universities in the United States is to recruit "the best scholar available in the world in a particular field". The primary priority lies in the academic merit of the candidates, and the national origin of the scholars is generally not in question. As far as I have seen, this principle of meritocracy has very strictly been kept at most of the major public universities. Most of the non-American professors I have interviewed confirm this fact.

Therefore, through the process of academic appointment, no formal restriction and discrimination between American and non-American candidates has seemed non-existent. And once they were appointed, their status and treatment are generally identical with their American colleagues. It is quite easy to find out

non-American presidents and deans in many of the public universities in the United States.

France

The legal status of the university is "a public institution of a scientific and cultural nature" as well as "a legal person ("personnalité morale") with financial autonomy". (The Orientation of Higher Education Act, Article 3). Professors at national universities are regarded as public officials of the Nation (personnels de l'Etat). The ordinance of the public officials rules that one of the qualifications of employment of public officials is the possession of the French nationality. Therefore, until 1968, foreign scholars are not allowed to be appointed as regular professors who has the status of public officials. In place of this, foreigners can only be appointed as "professeurs associés" (visiting professor, or professors who are associated with universities) with all the rights and priveleges of regular French professors (except retirement benefits) but for limited periods. However, the Orientation of Higher Education Act, established in 1968 proclaimed that "notwithstanding the general regulations for public officials, teachers of foreign nationality can, under the conditions determined by a decree issued by the Conseil d'Etat, be appointed to the teaching body of higher education" (Article 30). By this regulation, France has opened the academic post as regular faculty members to foreign scholars for the first time in history. In 1979, a decree (no. 79-683, August 9, 1979) which clarified concrete procedures for appointment of foreign professors was issued by the Ministry of Universities. According to this regulation, foreign scholars who have equivalent degrees to the doctorat d'Etat and have more than four years of experience as professeurs associés could have same qualification as French candidates. Thus, France which has long been retrictive to foreign scholars has finally opened the closed door to outsiders.

Foreign professors, once appointed as regular professors, are given the same status and treatments. However, administrative posts such as rector and heads of unités of universities are not opened to foreigners (not legally, but by practices). This restriction is imposed only by France, among other European and American nations.

Federal Republic of Germany

The legal status of German universities are Corporation (Körpershaften) in the public law as well as the autonomic body within the limits of laws. The social position of regular professors in German universities is the dual characters: public official of the state (Beamter der Land) and the members of the Corporation.

In West Germany, both at federal and state levels, the employment of foreigners as public officials are limited except in the special case of when there arises "the urgent and official needs for hiring public officials" by the Federal Constitutional Law. However, as a matter of fact, foreign university professors have widely been appointed by the application of this exceptional regulation without any difficulty. However, in 1976, legal amendment because of the enactment of Higher Education Framework Law (Hochschulerahmengesetz) rules that the appointment of foreign university professors becomes legally possible for "other reasons" than "urgent official needs for hiring public officials". Thus all of the restrictions to foreign professors have been eliminated.

In Germany, foreign professors are often appointed at many universities, with completely the same status and treatment, and the rights and duties are identical with German professors. Like the U. S. A., foreign professors are also allowed to assume the administrative posts such as rectors and heads of faculties.

Holland and Denmark

In both small kingdoms, there is no legal restriction to the appointment of foreign professors. Foreigners

are free to apply for professorships, and the status, treatment, pay and duties as well as obligations are identical with those of the citizens, once they are appointed. They are also qualified to be selected as administrative posts of the university. In both countries, where non-international languages are spoken, many people and students understand English, French or German. Therefore, foreign professors are allowed to teach at their universities in any of those familiar languages until they can master native languages (Dutch or Danish). In Holland, special Dutch language programs for foreign scholars are provided. In conclusion, neither nationality nor language has been obstacle to the appointment of foreign scholars in both countries.

The United Kingdom and the Commonwealth countries

The British university is an independent incorporation, which is free from direct control of the central government although they are financially dependent upon national fund through the University Grants Committee. British professors are not considered government officials, but are employees of the university, who are appointed according to regulations or practices of individual institutions. There are almost no universities which restrict the appointement of non-British scholars, and as a matter of fact, a substantial number of foreign professors are employed as regular academic staff members. All the status and treatments as well as employment conditions are identical with that of British colleagues. In other Commonwealth countries such as Australia and Canada, one can find almost the same situation. In the Canadian case, however, recent efforts to reduce the proportion of foreign faculty members, particularly Americans, has resulted in some restrictions on the appointment of overseas staff. Thus it can be said that U. K. and other Commonwealth counties are most open nations for the foreign scholars.

Table : The Appointment System of Foeign Professors in Comparative Perspective

	U. S. A.	FRANCE	W-GERMANY	DENMARK	U. K.
Legal status of the university	Public Corporation	Public establishment with legal person	Corporation (Körperschaft)	Public establishment with legal person	Independent incorporation
Appointive powers	Board of Regents of the Universities	President of the Republic	Minister of Education of the Land	King	Governing Board of the Universities
Legal status of a regular professor	Employees of the Board of Regents	Public Officials of the Nation	Public Officials of the *Land*	Public Officials of the Nation	Employees of the Universities
The existence of legal restriction of appointment of foreign professors	No	Application of exceptional regulation for the appointment of professors	Application of exceptional regulation for the appointment of professors	No	No
The difference of duties and obligations of foreign professors	No	No	No	No	No
The existence of restriction on appointment to administrative posts to foreign professors	No	Foreigners are not allowed to be appointed at administrative posts of national universities	No	No	No
Demand for obligation of oath of allegiance by the foreign professors appointed	Different by states	Yes	Different by *Lands* or Universities	No	No

Conclusion

The first impression derived from the findings of the appointment procedures in major foreign countries is that both the universities and governments are moving increasingly in more open directions. This trend is not only evident in major Western countries, but also in many of the South-east Asian countries, including Singapore, Thailand, and Indonesia, which we have investigated during our South-east Asian tour in the spring of 1981. In this respect, Japan is one of the very rare countries which has kept its restrictive attitudes against the appointment of foreign professors, as regular faculty members.

It seems that two types of appointment procedures for foreign professors exist in comparative perspective. One is an American-British type, in which the legal status of universities is a corporation independent from public authorities (central or local governments) and the legal position of professors is regarded as not *public official* of the Government but the *employee* of the University. In this case, no legal problems has occurred as to the possiblility of the appointment of foreigners as public officials.

Another pattern is the so-called Continental type as in France and West Germany, where the legal position of professors is interpreted as *public officials* of central or local governments, and the appointment of foreign professors are legally made possible by the application of exceptional treatment. Because of the exceptional treatment, legal restriction to the foreign professors are minimized.

In both cases, it is common that appointment of foreign professors at public universities are made. In this respect, most of the major nations are oriented to the direction of internationally-open academic marketplace.

The background factors which have promoted such open appointment procedures of foreign scholars in the global scale are:

1) The discriminatory treatments of foreign professors because of their nationalities is increasingly under attack based on the assumption that it is contradictory to the traditional concepts of the universality of knowledge and of academic freedom in the university.
2) There is also strong criticism of the existence of closed academic marketplace to foreign scholars in one country, while in other countries academic posts are open to all of the qualified scholars irrespective of their national origins.
3) There is growing recognition that the introduction of eminent foreign scholars proved to assist greatly in the development of scholarship and sciences for receiving countries. The United States has especially benefitted from the achievements of foreign scholars who have taught and done research in American universities.

It is hoped that the restrictive procedures against foreign scholars in Japan may be eliminated in a perspective of long-range development of higher learning. This will be the first and most important step for the internationalization of Japanese higher education which we should and can initiate now.

* The second international study tour was conducted by Kazuyuki Kitamura. For program information, see Appendix C–2.

A full report was printed in *Notes on Higher Education* (No. 47, November 1980). See Appendix A–5.

VI

International Academic Exchange between Japan and Asia

A Summary Report of the Third International Study Tour, March–April 1981.

More than 70 per cent of all foreign students studying in Japanese universities come from the Asia. Therefore, in considering the problem of internationalization of higher education in Japan, it is very important to understand the situation and problems of the international academic exchange between Japan and Asian countries and to know how Japanese higher education has been evaluated in these countries. In order to obtain exact information concerning these aspects, a RIHE fact-finding study team comprising of four researchers in this project*, was organized, and they conducted a two weeks study tour to the four South-east Asian countries including Singapore, Indonesia, Thailand and Taiwan during the period 23 March–6 April 1981. They visited 20 institutions and made interview with 69 people in these four countries. This is a summary report of this study tour.

* For the program information, see Appendix C–3.

Imbalance between Japanese Economy and Culture

In contrast to the dramatic economic advance of the Japanese market into South-east Asian countries, too few educational and scientific exchange seems to have occurred. . . . .this is our first and most important impression obtained from the fact-finding tour. In spite of the fact that a great majority of foreign students now studying in Japanese universities come from South-east Asian countries, very few faculty who have had academic experiences in Japan or holding Japanese doctoral degrees are found in most of the major universities in these countries. A great majority of professors are predominantly American Ph. D. holders, followed by German or French degree holders, and Japanese degree holders are only rarely found in Southeast Asian universities. The lack of scholars who have ever studied in Japanese universities seems to have close relation with the prestige of Japanese universities, the difficulty of obtaining Japanese degrees for foreign students, and the shortage of imformation concerning Japanese higher education. As a matter of fact, too little information is available to Asian people about Japan and especially about education and culture. There is a significant contrast in information gaps between Japanese economic products and Japanese universities.

Interest in Studying in Japan

Despite an information gap, there has been an increasing desire by Southeast Asian students to study in Japan. Japan is becoming the second most polular (after the United States) in which to study. In Thailand, for example, more than 1, 200 people applied for only 30 scholarships provided by the Japanese government. Japan has become more popular in part because of recent Japanese advances in economics and in science and technology. Japanese academic degrees, until recently not very highly valued, are now ranked along with degrees from Europe and North America.

There were, however, a number of problems which were mentioned as obstacles to studying in Japan:

1) Much more time is necessary for mastering Japanese language (from half year to two years) than studying abroad in English-speaking countries. This language barrier is one of the most important factors to foreign students which influence their choice of the country for study abroad. The best quality of students naturally choose English-speaking countries than Japan mainly because of this language barrier.
2) Even if students were successful in obtaining Japanese government scholarship and coming to Japan, it is not always certain that they are admitted by the universities which they want to enter, because the placement of each student is made by the Ministry of Education. In contrast, in such countries as the United States and the United Kingdom, there is more freedom of individual choice.
3) Although academic degrees (especially doctoral degree) are for Asian students only evident demonstration for success in their study abroad, as well as most powerful advantage for their future career in their own countries, Japanese academic degrees are extremely difficult to obtain in a prescribed period, especially in the field of humanities and social sciences. This difficulty of obtaining academic degrees in

Japan, and yet its low prestige and limited use even if they are successful in obtaining after serious efforts, are also great obstacle for study abroad in Japan for Asian young people.

Japanese Language and Japanese Study

In many of the South-east Asian countries, Japanese language education has increasingly been popular among young people, and in some countries like Thailand, Indonesia and Singapore, Japanese language is taught already at secondary education level. The problem here is the difficulty to obtain good Japanese teachers who are able not only to teach the Japanese language but also to introduce Japanese culture to Asian students. The unavailability of appropriate teachers from Japan has been one of the obastacles to the improvement and promotion of Japanese language.

With regard to Japanese studies, most of the Japanese studies chairs in Thailand, Malaysia, Indonesia and Singapore which had been contributed by Japanese government were either abolished or unsuccessful, mainly because of the lack of appropriate scholars from Japan. Many of the Asian students who want to get Ph. D. in Japanese studies must go to the United States to study, because there is no good degree programs in Japan and in Asia.

Conclusion

During a past decade Japan's financial and administrative provision for international academic exchange programs have dramatically been developed and improved, which can rival Western advanced countries. Although many more improvements in physical conditions through political and administrative initiative should be made in the future, the biggest challenge for Japan is to make great effort not only to give physical "hard ware" support but also to provide personal and informational "soft ware" support to these countries.

In more concrete terms, following steps are necessary:

1) Improvement in Japanese language education – the development of more appropriate and efficient way of teaching methods of Japanese language as well as the training of Japanese language teachers.
2) Improvement in Japanese studies professorships — the sending of qualified Japanese scholars who are excellent interpreters of Japanese culture and science to Asian people; and the establishment and improvement of Japanese studies programs at universities in Japan.
3) Reform in the system and procedures of confering Japanese academic degrees to foreign students in Japanese universities.

The role of universities for promoting understanding of Japan to foreign people will be increasingly important in such "internationalization age" which we are continuously challenged. The internationalization of higher education also implies that universities should open their own education to foreign students through making such efforts.

VII

CONCLUSION

1. According to the results of our institutional survey (as outlined chap. I) the provision of international programs in Japanese universities seems to be relatively more developed than we had imagined before our survey. More than 40 percent of institutions have some organizations or positions dealing with international exchange, and more than 20 percent of institutions have some cooperative relationship or exchange programs with foreign institutions. In addition, more than 80 percent of the institutions employ foreign teachers, full-time or part-time. At least in formal terms, Japanese universities in general are not significantly underdeveloped in terms of international exchange programs. However, in comparison to the international activity in foreign countries—especially the United States and most European countries, more serious efforts should be made concerning the following aspects:

(1) In Japan, apart from very small numbers of universities, specialized international exchange offices and centers are very poorly staffed, and few professionals are trained for this particular purpose. The expansion and improvement of such activities should be promoted, and training programs for professionals should be developed.

(2) Many people councerned with international exchange programs in Western and Asian countries expressed their hope to have more information about Japanese higher education. Following the improvement of Japan's international status, there has been increased interest in Japan, as well as more extensive knowledge of Japanese universities. But there is still a lack of data on Japanese higher education, particularly concerning individual universities. More effort to provide exact information to foreign countries through governments and universities should be absolutely necessary.

2. With regard to foreign professors in Japanese universities, it is our strong feeling that the internationalization of universities cannot be accelerated merely by a change in legal provisions or some consolidation of material conditions. Of course, such measures are certainly necessary as a starting point, but the real problem remains unsolved. A comment given by a foreign teacher saying that it will take years for a foreign person to be accepted – really accepted – by Japanese colleagues, even if the bill is passed, is relevant.

3. Many of the foreign teachers at Japanese universities are extremely critical to the reality of Japanese higher education. The common claims from them can be summarized to following five points:

(1) Japanese professors tend to be research-oriented rather than teaching-oriented. In general, most of them respect research more than teaching and identify themselves as researchers rather than teachers. Their interest in teaching is perceived to be relatively low and not much attention is given to class instruction.

(2) In Japanese higher education, there is almost no organized and stuructured curriculum. Most of the courses and programs seem to be organized according to the convenience of the professors and not according to the students' needs.

(3) Teaching methods and patterns are too uniform and inflexible. Very little consideration has been paid to the teaching methods and schedules which may be suitable to particular subjects. For example, the traditional scheduling of classes may not be effective in foreign language instruction, which requires intensive classroom work. Nonetheless, there have been few efforts to improve this situation.

(4) Fewer institutional and individual considerations have been paid to the teaching function at Japanese universities in comparison with American and European universities. There are no staff-development centers. There is almost no research on teaching and learning in higher education in Japan. Very few professors have any interest in this issue.

(5) It is almost imcomprehensible for many foreigners why so many lazy students can pass examinations and advance in the universities without dropping out. Both professors and teachers seem to live an idle academic life in an unspoken conspiracy with each other.

Most of these criticisms seemed to point the basic weakness of Japanese university education which is also felt by some of Japanese professors. The drastic reform and innovation in these aspects of Japanese

higher education should come from the Japanese professors themselves.

4. In contrast with foreign teachers, more than 70 percent of foreign graduate students seems to be satisfied with the graduate school which they are enrolled. However, they do not necessarily feel that Japanese university has reached to the international academic standard.

About 60 percent of all foreign students say that they can understand their classes. The predominant reason for difficulty to understand their classes is the lack of ability of Japanese language. In spite of this, relatively few students want to have classes taught in English.

5. The biggest and most serious concern for foreign graduate students studying in Japan is that of academic degrees. Although 92 percent of dectoral course students think the doctoral degree "absolutely necessary", over 70 percent of these students feel the difficulty in obtaining Japanese doctoral degree. Students majoring in scientific fields, education, and agriculture from Asian countries were very eager to get it. How to solve this problem is one of the greatest challenges for Japanese universities.

6. During the past decade Japan's financial and administrative provision for international academic exchange programs has dramatically been developed and improved and can now rival Western advanced countries. Although much more improvement in physical conditions by political and administrative initiative should be made in the future, the biggest challenge for Japan is to make great effort not only to give physical "hard ware" supports but also to provide personal and informational "soft ware" support.

In more concrete terms, the following steps are necessary:

(1) Improvement in Japanese language education — the development of more appropriate and efficient way of teaching methods of Japanese language as well as the training of Japanese language teachers.

(2) Improvement in "Japanese study" — the sending of qualified Japanese scholars who are excellent interpreters of Japanese culture and science to Asian people; and the establishment and improvement of Japanese studies programs at universities in Japan.

(3) Reform in the system and procedures of confering Japanese academic degrees to foreign students by Japanese universities.

The role of universities for promoting understanding of Japan to foreign countries will be increasingly important in this "internationalization age".

7. The main impression derived from the findings of the appointment procedures of foreign professors in major foreign countries is that both the universities and governments are moving increasingly in a more open direction. This trend is not only evident in major Western countries, but also in many of the South-east Asian countries, including Singapore, Thailand, and Indonesia, which we have investigated. In this respect, Japan is one of the very few countries which has kept its restrictive attitude against the appointment of foreign professors as regular faculty members.

It seems that two types of appointment procedures for foreign professors exist in comparative perspective. One is an American-British type, in which the legal status of universities is a corporation independent from public authorities (central or local governments) and the legal position of professors is regarded as not public *official* of the government but the *employee* of the University. In this case, no legal problem has occurred in the appointment of foreigners as faculty members.

Another one is, the so-called Continental type, in France and West Germany, where legal position of professors is that of a *public official* of central or state governments, and the appointment of foreign professors are legally made possible by the application of exceptional treatment. Because of the exceptional treatment, legal restrictions to the foreign professorial appointments are actually eliminated.

In both cases, it is common that appointment of foreign professors at public universities are made. In this

respect, most of the major nations are oriented in the direction of internationally-open academic marketplace.

The background factors which have promoted such open appointment procedures of foreign scholars in the global scale are:

(1) The discriminatory treatment of foreign professors because of their nationality is increasingly under attack based on the assumption that it is self-contradictory to the traditional concepts of the universality of knowledge and of academic freedom in the university.

(2) There is also strong criticism against the existence of closed academic marketplace to foreign scholars in one country, while in other countries academic posts and open to all of the qualified scholars irrespective of their national origin.

(3) There is growing recognition that the introduction of eminent foreign scholars proved to be contributive greatly to the development of scholarship and science for the receiving countries.

It is hoped that the restrictive procedures of foreign scholars in Japan may be eliminated in the interest of long-range development of higher learning. This reform will be the first and most important step for the internationalization of Japanese higher education which we should and can initiate now.

RESULTS TO DATE

We have been surprised by the impact of our study in a short period of time. It was widely reported in both national and international journals.* The *Chronicle of Higher Education* and the *Far Eastern Economic Review* both reported on aspects of the study.** The Japanese Ministry of Education, the National Universities Association, the Japan Teachers Union, International House of Japan, the United States Embassy and many other groups and individuals indicated interest in our findings.

* Major repercussions were found in the following papers and journals:
  Asahi Journal, Feb. 22, 1980
  Chûgoku Shimbun, Feb. 22, 1980 and Sept. 21, 1980
  Sankei Shimbun, Sept. 21, 1980
  Asahi Shimbun, Sept. 30, 1980
  Yomiuri Shimbun, Oct. 2, 1981
  Nippon Keizai Shimbun, July 6, 1981

** Choronicle of Higher Education, June 22, 1981
  Far Eastern Economic Review, July 3, 1981

Appendix

A. List of Publications

Series of Project Reports
Other Publications

B. Questionnaires

1. A National Survey of Opinion among Foreign Teachers at Japanese Universities and Colleges
2. A Survey of Opinion among Foreign Students concerning Japanese Graduate Education

C. Program of the International Study Tours

1. The First International Study Tour
2. The Second International Study Tour
3. The Third International Study Tour

Appendix A: LIST OF PUBLICATIONS (In Japanese language)

Series of the Project Reports

[Appendix A–1]

The Internationalization of Higher Education

– Proceedings of the 6th General Study Meeting (31 Oct. –2 Nov. 1977) –

Notes on Higher Education No. 32 (August 1978) 81p.

CONTENTS

Preface — Takehide Yokoo (Hiroshima University)

Part 1. Public Lecture

The Modernization of Japan and the Internationalization of the University 1–16
Michio Nagai (Editorial Writer, The Asahi Shinbun)

Part II. Research Reports

1. Problems concerning the Internationalization of Higher Education 17–23
Kazuyuki Kitamura (Hiroshima University)

2. The Internationalization and Japanization in Japanese Higher Education
– With special emphasis on the Imperial University at its Beginning 25–32
Ikuo Amano (Nagoya University)

3. The Internationalization of Higher Education from the Perspective of Public Administration for Academic Affairs 33–40
Atsuko Tôyama (The Ministry of Education)

4. The International Academic Programs in Universities – Area Studies 41–46
Fujio Ikado (University of Tsukuba)

Part III. Symposium

The Internationalizing Japanese Higher Education
– Problems and Perspectives

Presentations:

1. Study abroad of the Faculty Members of Hiroshima University
– A Case Study 47–54
Nobuyuki Yuasa (Hiroshima University)

2. International Academic Exchange – A National Perspective 55–63
Kôtô Imahori (Osaka University)

3. The Foreign Faculty Members in Doshisha University – A Case Study 65–71
Daiyu Nakagiri (Doshisha University)

4. Problems of Foreign Students in Japanese Higher Education 73–78
Tôru Umakoshi (Hiroshima University)

Part IV. Epilogue 79–81

[Appendix A–2]

The International Academic Exchange in Europe and the United States

—A Report of the First International Study Tour Group—

Notes on Higher Education No.33 (October 1978) 60p.

CONTENTS

I. Preface—Outline of the First International Study Tour 3

II. International Exchange in the University with Special Emphasis on the Situation in American Higher Education by Kazuyuki Kitamura
- 1) The Present Situation in International Academic Exchange 1
  - a) International Faculty Exchange 12
  - b) The Employment of Foreign Scholars as Regular Faculty Members 14
- 2) International Educational Exchange 17
  - a) Foreign Students from Globai Point of View 17
  - b) Foreign Students in the United States 18
  - c) Foreign Students Accepted at the Institutions Visited 22
  - d) Study Abroad Programs 34

III. The Internationalization of Higher Education and the Universities in Some European Countries and the United States by Ikuo Amano
- 1) Europe 38
  - a) Belgium 38
  - b) Netherlands 38
  - c) Sweden 39
  - d) United Kingdom 39
- 2) U. S. A. 40
  - a) Special Conditions in the U. S. A. 40
  - b) Employment of Foreign Scholars 41
  - c) Foreign Students 41
  - d) Study Abroad Programs 42
- 3) Lessons to Japan 43
  - a) The Importance of English as International Language 43
  - b) The Backwardness of Japanese Universities 43
  - c) Problems of National Universities 44
  - d) Feasible Options 45

IV. Problems in the Internationalization of American Higher Education by Nobuyuki Yuasa
- 1) The Environment of Internationalization 48
  - a) The Situation after the Vietnam War 48
  - b) The Oversupply of Ph. D. 48
  - c) Financial Difficulties 48
  - d) Crisis in Minor Universities and Colleges 49
- 2) The Internationalization of American Universities and Colleges 49
  - a) The Attitude toward the Internationalization of Universities 49
  - b) The Existence of Organizations Encouraging the Internationalization 50
  - c) The Status of Foreign Teachers 50
  - d) Curriculum 50
  - e) Problems of Foreign Students 51
  - f) The Language Problem 51

V. Conclusion 53–60

Appendix:

List of Materials Collected 59

[Appendix A–3]

A Bibliography on Academic International Exchange

Notes on Higher Education No. 41 (December 1979) 40p.

CONTENTS

Preface

I. International Exchange 5
- Internationalization and Internationality 5
- International Exchange in General 7
- International Exchange with Particular Areas 8
- International Exchange in Science, Education and Culture 12
- International Exchange at Universities 14
- International Exchange of Researchers 16
- Foreign Teachers 16
- International Exchange in Education 18
- International Baccalaureat 19
- International Exchange of Students 19
- International University and International Academic City 20
- The United Nations University 20
- Individual Universities 22
- Organizations for International Exchange (Domestic) 24
- Organizations for International Exchange (Abroad) 26

II. Study Abroad 27
- Study Abroad in General 27
- History of Study Abroad 27
- Foreign Students in General 30
- Acceptance of Foreign Students 32
- Asian Students Abroad and Asian Students in Japan 35
- Teaching of Japanese Language 38
- Overseas Affairs 39

[Appendix A–4]

A National Survey of Opinion among Foreign Teachers
At Japanese Universities and Colleges

Notes on Higher Education No. 43 (January 1980) 85p.

CONTENTS

Preface
List of Project Members and Cooperators

I. The Purpose and Method of the Study 1
Institutional Survey 1
Survey of Foreign Teachers 3

II. Outline of the Findings 4
Institutional International Exchange Activities 4
Cross-Analysis 8
Nationality 9
Specialization 9
Status of Foreign Teachers 10
Impression and Evaluation of Japanese Higher Education 12
Improvement of Employment Conditions 15
Response to the New Bill concerning Foreign Teacher Employment 17

III. Appendix 23
Tables of Cross-Analysis 23
Free Comments from Foreign Teachers 35
Questionnaires 71

IV. Summary 81

[Appendix A–5]

Appointment Systems and Procedures of
Foreign Professors in the U. S. A. and European Countries
by
Kazuyuki Kitamura

Notes on Higher Education No.47 (November 1980) 48p.

CONTENTS

Preface
I The United States 9
II France 21
III West-Germany 29
IV Other Countries – The Netherlands, Denmark, United Kingdom and Canada. 37
V Conclusion 43

[Appendix A–6]

A Survey of Opinion among Foreign Students
Concerning Japanese Graduate Education

Notes on Higher Education (to be published in March 1982)

CONTENTS

I The Purpose and Method of the Study . . . . .

II The Findings . . . . .
1) The Choice of Japan for Study Abroad . . . . .
2) The Selection of the University in Japan . . . . .
3) The Entrance Examination . . . . .
4) Study and Teaching . . . . .
5) Academic Degrees . . . . .
6) Evaluation of Japanese universities . . . . .
7) Evaluation of the Study Abroad in Japan . . . . .

III Course Analysis of the Understanding of Classes and the Satisfaction of Academic Life . . . . .

IV Free Comments by the Students . . . . .

V Summary and Conclusion . . . . .

VI Appendix . . . . .

List of Other Publications related to the Project

No. 7 Kitamura, Kazuyuki. The Internationalization of the University. In: T. Mori, S. Iwashita, and H. Kida eds: *Kyoiku no Kokusaika to Kyoikugyosei. Kyodo Shuppan*, 1978, p.177–198.

No. 8 Kitamura, K. Amano, I., Tomoda, Y. and Ehara, T. "The Status and Consciousness of Foreign Teachers in Japanese Universities". "*Proceedings of the 31st Annual Meetings of the Japan Society of Educational Sociology*". (November 1979), p.150–153.

No. 9 Kitamura, Kazuyuki. The Foreign Teachers in Japanese Universities – A National Survey. *IDE Journal – Contemporary Higher Education*, No.205 (Dec. 1979), pp.55–60.

No. 10 Kitamura, Kazuyuki. Opinion of Foreign Teachers on the Quality of Japanes Higher Education. *IDE Journal – Contemporary Higher Education*, No.206 (Jan. 1980), p.50–56.

No. 11 Kitamura, Kazuyuki. Professors and Students living in Peace in Japanese "Warm and Sweet" Community. *Asahi Journal*, (Feb. 22, 1980), p.92–96.

No. 12 Kitamura, Kazuyuki. The Internationalization of Academic Marketplace. In: Amagi, I. ed: *Sekai ni Tsuyosuru Daigaku*. Saimaru Shuppankai, 1980, p.168–176.

No. 13 Kitamura, K., Umakoshi, T., Ninomiya A., Ohtsuka, Y. and Yamazaki, H. The Evaluation of Japanese Graduate Education by Foreign Graduate Students. *Proceedings of the 32 Annual Meeting of Japan Society for Educational Sociology*. (Sept. 1980), p.47–50.

No. 14 Kitamura, Kazuyuki. The Evaluation of Japanese Graduate Education by Foreign Graduate Students. *IDE Journal-Contemporary Higher Education* No.219 (April 1981), p.33–39.

No. 15 Umakoshi, Toru. The View of Foreign Students on Japanese Graduate Education - From the Analysis of an Opinion Survey. *Proceedings of the 17the Meeting of University Teachers.* (November 1980), p.15–24, Daigaku Seminar House, 1981.

No. 16 Kitamura, Kazuyuki. Criticism of Japanese Higher Education by Asian people. *Nippon Keizai Shimbun*, July 5, 1981.

No. 17 Kobayashi, Tetsuya. The Internationalization of Japanese Higher Education. *Changes in the Japanese University–A Comparative Perspective*, eds. W.K. Cummings, I. Amano, and K. Kitamura. Praeger, New York, 1979, p.166–184. (English)

No. 18 Ehara, Takekazu. Foreign Professors' Opinion concerning Japanese University Education. *Kosei Hodô* No.166 (April 1980), p.42–49.

[Appendix B–1]

III. A National Survey of Opinion among Foreign Teachers at Japanese Universities and Colleges

Joint Research Project on the
Internationalization of Higher Education
Research Institute for Higher Education
Hiroshima University

How to complete the questionnaire

1. Where a choice of answers is given, please circle the number for the answer you consider closest to your view.
2. Where a line _____ is given for written answers, please use English or Japanese if possible. If this is not possible, we should be glad to receive answers in Chinese, French, German, Korean or Spanish.
3. When you have completed the form, please return it to the following address, using the stamped envelope enclosed herewith, **by the end of February 1979.**
4. In anticipation, thank you very much for your cooperation.

Research Institute for Higher Education
Hiroshima University
1-1-89 Higashi-senda-machi, Hiroshima City 730

Staff concerned in this project:
Kazuyuki KITAMURA (Associate Professor)
Toru UMAKOSHI (Associate Professor)
Yutaka OTSUKA (Assistant)
Telephone: 0822-41-1221 ext. 822/709
or 0822-43-7193

QUESTIONNAIRE

Questions concerning your work are all related to your institution of full-time employment only

Q 1: Institution where you are employed **on a full-time basis:**

Department or course (gakka, katei or senko)

_____

Faculty (gakubu) _____

University (daigaku) _____

Q 2: Date of birth:

1. 1950 or later 2. 1940-1949 3. 1930-1939 4. 1920-1929
5. 1919 or earlier

Q 3: Sex:

1. Male 2. Female

Q 4: Nationality: _____

Q 5: Present academic specialization (please write the name of the academic specialization, and also circle the number of the field of studies to which it belongs): _____

1. Language 2. Literature 3. Other areas in the humanities 4. Social sciences
5. Natural sciences 6. Engineering 7. Agriculture 8. Medical sciences
9. Others

Q 6: How long have you been employed at the institution?

1. 1 year or less 2. 1 to 2 years 3. 3 to 5 years 4. 5 to 10 years
5. 10 years or more

Q 7: Please list the courses you teach at your institution.

Undergraduate _____ _____ _____ _____

_____ _____ _____ _____

Graduate _____ _____ _____ _____

Q 8: During the last term, how many hours per week did you spend in formal instruction in class? (Give actual, not credit hours)

_____ hours per week

Q 9: Is your spouse with you in Japan?

1. Yes 2. No

Q 10: How many dependent children are with you in Japan?

1. None 2. One 3. Two 4. Three or more

Q 11: Do you have any problems concerning the education of your children here?

1. Yes 2. No

If the answer is 'Yes', please state the nature of the problem:

_____

_____

Q 12: How were you recruited by your institution? (Please choose one answer)

1. Through personal contact
2. Through an intermediate agency
3. By applying directly to the institution
4. By any other method: _____

Q 13: What were your reasons for coming to teach at college or university in Japan?

1. Academic or professional reasons
2. Interest in Japanese studies
3. Fondness for Japanese life and culture
4. Difficulty of finding employment in home country
5. Better living conditions than in home country
6. Chance
7. Other _____

Q 14 (a): Please describe your level of ability in Japanese:

	1. Very good	2. Good	3. Not very good	4. Poor
a) speaking:	1.	2.	3.	4.
b) aural comprehension:	1.	2.	3.	4.
c) reading:	1.	2.	3.	4.

(b): Does this affect your ability to teach?

1. Yes 2. No 3. Don't Know.

Q 15: What is your present academic position?

1. Professor (kyoju)
2. Associate or Assistant Professor (jokyoju)
3. Instructor (koshi)
4. Assistant (joshu)
5. Visiting Professor (kyakuin kyoju)
6. Full-time Foreign Lecturer (gaikokujin kyoshi)
7. Other _____

Q 16: What kind of appointment do you have here?

1. Regular with tenure (full-time staff with guarantee of life-time employment)
2. Regular without tenure (full-time staff employed for a limited period of time by contract)
3. Visiting
4. Other _____

Q 17: What is your status as a faculty meeting (kyojukai) member at your institution?

1. A full voting member
2. A partial voting member
3. A non-voting member
4. An observer
5. Not at all
6. Other _____

Q 18: a) How much opportunity do you feel you have to influence the academic policy concerned with your teaching?

1. A great deal
2. Quite a bit
3. Some
4. None

b) How do you feel about this situation?

1. Satisfied
2. Dissatisfied

Q 19: a) At your institution, do you have someone Japanese with whom you can discuss your problems freely?

1. Yes 2. No

b) If your answer is 'Yes', please specify:

1. Dean or department chairman
2. A colleague
3. A student
4. An assistant or secretary
5. Other _____

Q 20: In general, how do you feel about Japanese students? Please indicate your agreement or disagreement with each of the following statements.

	Yes	No	Don't Know
a) Most students in my class are generally satisfied with my way of teaching.	1.	2.	3.
b) Japanese students would prefer to avoid foreign teachers' classes because of the linguistic difficulties.	1.	2.	3.
c) Japanese students are generally creative and are willing to make their own judgement.	1.	2.	3.
d) In general, I get on well with my students.	1.	2.	3.

Q 21: Are you satisfied or dissatisfied with your salary?

1. Very much satisfied
2. Satisfied
3. Not satisfied
4. Very dissatisfied

Q 22: In general, how do you feel about your institution?

1. It suits me very much.
2. It suits me reasonably well.
3. It is not the place for me.

Q 23: What type of housing do you have now, and what type of housing would you prefer?

	Have now	Would prefer
a) Purpose-built foreign teachers' collective residence	1.	2.
b) Private accommodation	1.	2.
c) Independently-located university accommodation	1.	2.

Q 24: Please indicate your agreement or disagreement with each of the following statements, as follows:

1. Strongly agree
2. Agree, with reservation
3. Disagree
4. Strongly disagree

* The Japanese academic marketplace is closed to foreign scholars.	1.	2.	3.	4.
* In general, Japanese faculty members are indifferent to foreign colleagues.	1.	2.	3.	4.
* Foreign teachers should have the same voting rights as Japanese colleagues.	1.	2.	3.	4.
* My impression of Japanese colleagues is that they are enthusiastic about teaching.	1.	2.	3.	4.
* I would be happy to continue teaching here in the long term.	1.	2.	3.	4.
* I feel the academic structure and facilities at my institution is suitable for effective teaching.	1.	2.	3.	4.
* Japanese professors are generally research-oriented.	1.	2.	3.	4.
* Administrative clerks understand the problems of foreign teachers.	1.	2.	3.	4.

Q 25: At present, foreign scholars may not, by law, be appointed as regular faculty members at **national** and **public** universities in Japan. However, a new bill, intended to allow foreign scholars to be employed permanently and to participate in staff meeting (though probably with limited voting rights) is before the Diet.

a) Were you aware of the new bill?

1. Yes 2. No

b) Do you think the introduction of the bill desirable?

1. Yes 2. No 3. Don't know

c) Please add any comments on the introduction of the bill, if you wish to:

_____

_____

Q 26: What improvements in your situation do you consider desirable?

1. Very important
2. Fairly important
3. Not so important

* An increase in salary	1.	2.	3.
* Better housing	1.	2.	3.
* Participation in the decision-making process	1.	2.	3.
* Security of status	1.	2.	3.
* Health insurance	1.	2.	3.
* Improvement of teaching conditions	1.	2.	3.
* Pension rights and retirement benefits	1.	2.	3.

Q 27: We should appreciate it if you would comment quite freely, and make any proposals you think valuable, on higher education, faculty members, administration and students in Japanese universities and colleges, on the basis of your experiences as a teacher here. (Please write in Chinese, English, French, German, Japanese, Korean or Spanish.)

Please accept our thanks for your cooperation.

[Appendix B–2]

日本の大学院教育に関する留学生の意見調査

A Survey of Opinion among Foreign Students concerning Japanese Graduate Education

広島大学　大学教育研究センター
「大学の国際化」プロジェクト

Joint Research Project of the
Internationalization of Higher Education
Research Institute for Higher Education
Hiroshima University

調査についての問合せわせ先

〔〒730〕広島市東千田町1－1－89
広島大学　大学教育研究センター
喜多村　和　之　（教　授）
馬　越　　徹　（助教授）
大　塚　　豊　（助　手）
（電話 0822－41－1221 内線 822/823/709
0822－43－7193 直通）

Staff concerned in this Project :

Kazuyuki KITAMURA (Professor)
Toru UMAKOSHI (Associate Professor)
Yutaka OTSUKA (Research Assistant)

Research Institute for Higher Education
Hiroshima University
1–1–89, Higashisenda-machi, Hiroshima City
(Tel. 0822–41–1221 Ext. 822/823/709 or
0822–43–7193)

調　査　の　お　願　い

このたび，広島大学・大学教育研究センターでは，日本の大学院に在学中の留学生の皆さんを対象に，**日本の大学院教育に関する意見調査**をおこなうことにいたしました。

この調査は，日本の大学院における留学生教育の問題点や今後の改善方法を留学生の皆さんの意見を通じて発見しようとするものです。結果はすべて統計的にまとめますので，お答えいただいた皆さんに，個人的にご迷惑をおかけすることはいっさいありません。日本の大学院における留学生教育の改善のために，あなたの卒直な御意見をぜひおきかせ下さい。

なお，当研究センターは，日本で唯一の高等教育の学術研究を目的とする機関であり，調査結果は，センターの学術研究物として，まとめる予定です。

重ねて皆さんのご協力をお願い申しあげます。

1979 年 12 月

広島大学　大学教育研究センター教授
喜多村　和　之

なお，この調査の結果についてお知りになりたい場合には，調査がまとまった時点に報告書の要約をお送りしますので，御希望の方は，住所・氏名をお知らせ下さい。
あなたの住所，氏名は他には一切もらすようなことはありません。

Dear Sir or Madam:

We would like to ask your cooperation in filling out **A Survey of Opinion among Foreign Students concerning Japanese Graduate Education**, which is to be carried out by a joint research project group of the Research Institute for Higher Education, Hiroshima University.

The aim of this survey is to find out how foreign students, who are already studying in Japan feel about Japanese graduate education and studying conditions. Your views will be of the utmost assistance for the improvement of Japanese graduate education for foreign students.

We should like to assure you that your answers will be statistically processed and treated as strictly confidential. We hope that you will find the questionnaire interesting to answer, and we should be grateful if you would complete it and make your comments as frankly as possible.

Finally, the Research Institute for Higher Education is the only national center in Japan concentrating on the study of higher education, and the results of this survey will be published by the Institute.

In anticipation, we wish to thank you very much for your cooperation.

Yours sincerely,

Kazuyuki KITAMURA
Professor, R. I. H. E.

P. S.　If you would like to know the findings of this survey, we will be glad to send you a summary report when it is available. Therefore please give us your name and address, so we can forward it to you. Your name and address will be treated strictly confidentially.

質問紙の答え方

1. 質問紙には**日本語版と英語版**があります。**どちらか**でお答え下さい。
2. 回答は，もっともふさわしい**番号に○**をつけて下さい。
3. _____部分には，英語か日本語（中国語，フランス語，ドイツ語，韓国語，スペイン語も可）でお書き下さい。
4. 調査は無記名で，結果はすべて統計的にまとめます。個人的なご迷惑をおかけすることは一切ございません。よろしくご協力をお願いいたします。
5. ご回答は，**1980年 2月 29日**までにご返送下さい。

How to complete the questionnaire

1. The questionnaire consists of **Japanese version and English version.** Plaease answer **either one** you like.
2. Where a choice of answers is given, please **circle the number** for the answer you consider closest to your view.
3. Where a line _____ is given for written answers, please use English or Japanese if possible. If this is not possible, we should be glad to receive answers in Chinese, French, German, Korean or Spanish.
4. You are not required to write your name and your answer will be processed statistically. We shall under no circumstances give you trouble. In anticipation, thank you very much for your coperation.
5. Please complete the questionnaire and return it to us **by February 29 1980.**

Q 1　あなたが日本留学（大学院）を決心する上で，つぎのそれぞれの理由はどの程度の影響力をもちましたか。

1. 非常に影響した　2. いくぶん影響した　3. 影響しない

a．学問研究上の理由 …… 1. 2. 3.
b．日本の文化や社会への関心 …… 1. 2. 3.
c．母国に適当な大学院がないこと …… 1. 2. 3.
d．母国における日本留学の高い評価 …… 1. 2. 3.
e．奨学金が得られたこと …… 1. 2. 3.
f．地理的な近さ …… 1. 2. 3.
g．日本に住む親せきや知人の援助 …… 1. 2. 3.

Q 2　日本は留学先として**第一志望**の国でしたか。

1. はい
2. いいえ → では第一志望の国はどこでしたか ＿＿＿＿＿＿＿＿

Q 3　あなたが現在所属する大学院を選ぶ上で，いちばん影響した理由は何ですか。**（一つだけ選んで下さい。）**

1. 地理的に適当な位置にあるから
2. 文部省により決められたから
3. 入学試験に合格したから
4. 大学院が有名だから
5. 専攻分野にすぐれた教授がいるから
6. その他 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Q 4　あなたは留学前に，現在所属する大学院についてある程度知っていましたか。

1. はい
2. いいえ

Q 5　あなたは一般的にいって，どの程度現在の大学院に満足していますか。

1. 大変満足している
2. 満足している
3. どちらでもない
4. 不満である
5. わからない

Q 1: How did each of the following reasons influence your coming to study at a Japanese graduate school (Daigakuin) ? Please indicate as follows. :

		1. Greatly	2. Some	3. None
a.	Academic or professional reasons	1.	2.	3.
b.	Interest in Japanese culture and society	1.	2.	3.
c.	Difficulty of having appropriate graduate studies in home country	1.	2.	3.
d.	High evaluation of studying in Japan in home country	1.	2.	3.
e.	Success in obtaining a scholarship	1.	2.	3.
f.	Geographical closeness	1.	2.	3.
g.	Support by relatives or acquaintance living in Japan	1.	2.	3.

Q 2: Was Japan your **first choice** as a foreign place to study ?

1. Yes
2. No ⟶ Then which country ? _____

Q 3: What was the most influencial reason for your choosing the graduate school to which you belong at present ? **(Please choose one answer.)**

1. Geographical or physical location
2. Decision by the Ministry of Education (Monbusho)
3. Success in entrance examination
4. Prestige of the school
5. Good professor in the major field
6. Other: _____

Q 4: Did you have any information about your present graduate school before coming to Japan ?

1. Yes
2. No

Q 5: In general, to what extent are you satisfied with your present graduate school ?

1. Very satisfied
2. Satisfied
3. Not so satisfied
4. Dissatisfied
5. Don't know

Q 6　あなたは，出来れば**他の大学院**にかわりたいと思いますか。

1. はい　　2. いいえ

もし御意見があれば，具体的にお書き下さい。

Q 7　**大学院**への入学試験は難しかったですか。
次のそれぞれの試験についてお答え下さい。

1. 大変難しかった
2. かなり難しかった
3. それほど難しくなかった
4. 試験はなかった

a. 日本語テスト …… 1. 2. 3. 4.
b. 日本語以外の外国語テスト …… 1. 2. 3. 4.
c. 日本語による専攻科目のテスト …… 1. 2. 3. 4.
d. 英語による専攻科目のテスト …… 1. 2. 3. 4.
e. 面接テスト …… 1. 2. 3. 4.

Q 8　あなたの日本語の能力はどの程度ですか。

1. 大変よくできる　　2. 一応できる
3. あまりよくできない　4. できない

a. 授業の時に話す力 …… 1. 2. 3. 4.
b. 授業を聞く力 …… 1. 2. 3. 4.
c. 論文を読む力 …… 1. 2. 3. 4.
d. 論文やレポートを書く力 …… 1. 2. 3. 4.

Q 9　あなたの研究テーマを具体的に書いて下さい。

_____

Q 10　あなたは現在の研究テーマをどのようにして決めましたか。**(一つだけ選んで下さい。)**

1. 自分自身の学問の関心にもとづいて
2. 指導教授の助言により
3. 母国の政府や大学の要請により
4. まだ決めていない
5. その他 _____

Q 6: Do you want to transfer to **another graduate school**, if possible ?

1. Yes 2. No

If you have any comment, please give it freely:

Q 7: How difficult was entrance examination to the **present graduate school** for you?

Please indicate your impression about each of the following tests, as follows:

1. Very difficult
2. Rather difficult
3. Not so difficult
4. Not examined

a.	Japanese language test	1.	2.	3.	4.
b.	Foreign language tests except for Japanese	1.	2.	3.	4.
c.	Test in your major field in Japanese	1.	2.	3.	4.
d.	Test in your major field in English	1.	2.	3.	4.
e.	Interview test	1.	2.	3.	4.

Q 8: Please describe your level of ability in Japanese:

1. Very good 2. Fairly good
3. Not so good 4. Poor

a.	Speaking in class	1.	2.	3.	4.
b.	Hearing lectures	1.	2.	3.	4.
c.	Reading papers	1.	2.	3.	4.
d.	Writing papers or reports	1.	2.	3.	4.

Q 9: Please describe your present research theme concretely, if you have decided.

_____

Q 10: How did you decide your present research theme? **(Please choose one answer.)**

1. Based on my own academic interest
2. Based on supervising professor's advice
3. Based on request of my country's government or university
4. Not yet decided
5. Other: _____

Q 11 あなたの大学院では，講義，演習，実験は主として何語で行われますか。

1. 日本語だけ
2. 日本語と英語 （あるいは他の外国語）
3. 英語 （あるいは日本語以外の外国語）
4. その他 _____

Q 12 あなたは講義，演習，実験の何パーセントぐらい理解できると思いますか。
適当な**数字を○で囲んで下さい。**

（例） 講義 0 10 20 30 40 50 60 70 80 90 100 %

1. 講義 0 10 20 30 40 50 60 70 80 90 100 %
2. 演習 0 10 20 30 40 50 60 70 80 90 100 %
3. 実験 0 10 20 30 40 50 60 70 80 90 100 %

Q 13 もし，授業が難しいとすれば，その主な原因は何だと思いますか。**（一つだけ選んで下さい。）**

1. 授業の水準が高すぎる
2. 日本語の理解力が不足
3. 教授法が系統的でない
4. 外国語，数学，物理などの基礎学力が不足
5. 教育内容が不適切

Q 14 (a) あなたは，研究上のことで指導教授と**一年に何回ぐらい**会いますか。

約 _____ 回

(b) あなたは，研究上十分な指導や助言を得ていると思いますか。

1. はい　　2. いいえ　　3. わからない

Q 15 一般に，留学生が日本の学位を取得するのは難しいと思いますか。

a. 修士学位の場合　1. はい　2. いいえ　3. わからない
b. 博士学位の場合　1. はい　2. いいえ　3. わからない

Q 11: What language is mainly spoken in classes; lectures (kôgi), seminars (enshû) and laboratory instruction (jikken) at your graduate school ?

1. Japanese only
2. Both Japanese and English (or some other language)
3. English (or some other language except Japanese)
4. Other: _____

Q 12: About what percent of the lecture, seminar or laboratory instruction (if any) do you understand? **Please circle proper percent.**

(Ex.) Lecture (Kôgi) 0 10 20 30 40 50 60 70 80 90 100%

1. Lecture (Kôgi) 0 10 20 30 40 50 60 70 80 90 100%
2. Seminar (Enshû) 0 10 20 30 40 50 60 70 80 90 100%
3. Laboratory (Jikken) 0 10 20 30 40 50 60 70 80 90 100%

Q 13: If you feel classes difficult, what is the main cause for it? **(Please choose one answer.)**

1. Too high level of instruction
2. Lack of understanding of Japanese language
3. Unsystematic teaching method
4. Insufficient training in basic subject such as foreign language, mathematics, physics, etc.
5. Irrelevance of teaching contents

Q 14: (a) How often do you meet your supervising professor to discuss your study ?

About _____ times **per year**

(b) Do you think that sufficient advice and supervision is given in your study ?

1. Yes 2. No 3. Don't know

Q 15: In general, do you think it too difficult for a foreign student to obtain an Japanese academic degree ?

a. Master degree 1. Yes 2. No 3. Don't know

b. Doctor degree 1. Yes 2. No 3. Don't know

Q 16 留学生が日本の学位を取得する上で，何か改善すべき点があると思いますか。

1. はい　　2. いいえ　　3. わからない

もし御意見があれば，具体的にお書き下さい。

Q 17 あなたにとって日本の学位はどの程度必要ですか。

a. 修士学位の場合
1. 絶対に必要
2. 必要
3. それほど必要ではない
4. まったく必要ではない
5. わからない

b. 博士学位の場合
1. 絶対に必要
2. 必要
3. それほど必要ではない
4. まったく必要ではない
5. わからない

Q 18 次の国々の学位（博士相当）は，あなたの母国の学界では，どのように評価されていますか。

1. 高く評価されている
2. ある程度評価されている
3. それほど評価されていない
4. わからない

a. 日本の学位 …… 1. 2. 3. 4.
b. ヨーロッパ諸国の学位 …… 1. 2. 3. 4.
c. アメリカ合衆国の学位 …… 1. 2. 3. 4.
d. 母国の学位 …… 1. 2. 3. 4.

Q 16: Do you think that there is any problem to be solved in foreign students' obtaining an academic degree in Japan ?

1. Yes 2. No 3. Don't know

If you have any comment, please give it freely:

Q 17: To what extent do you need an academic degree in Japan ?

a. Master degree
1. Absolutely necessary
2. Necessary
3. Not so necessary
4. Not necessary at all
5. Don't know

b. Doctor degree
1. Absolutely necessary
2. Necessary
3. Not so necessary
4. Not necessary at all
5. Don't know

Q 18: How are the doctor degrees obtained in the following countries evaluated in the academic community in your home country? Please specify as follows:

1. Very prestigious
2. Rather prestigious
3. Not so prestigious
4. Don't know

a.	Japanese degrees	1.	2.	3.	4.
b.	European degrees	1.	2.	3.	4.
c.	American degrees	1.	2.	3.	4.
d.	Home country's degrees	1.	2.	3.	4.

Q 19 あなたの母国では日本の学位が，就職，昇進，昇給などにどの程度有利ですか。

1. 大変有利である
2. 有利である
3. それほど有利でない
4. わからない

Q 20 つぎのような意見についてあなたは賛成ですか。

1. はい　　2. いいえ　　3. わからない

* 日本の大学は一般的にいって，国際的な学術水準にたっしている。
  1.　2.　3.
* 日本の大学は開発途上国の問題に十分な関心をはらっている。
  1.　2.　3.
* 日本の大学教授は，一般的にいって，留学生に無関心である。
  1.　2.　3.
* 日本の大学は留学生のために英語による授業を開設すべきである。
  1.　2.　3.
* 今後，滞在期間を延長して日本で勉強を続けたい。　1.　2.　3.
* 知人に，日本留学を積極的にすすめたい。　1.　2.　3.
* 私の所属する大学院の日本人学生は，留学生の勉学に協力的である。
  1.　2.　3.
* 日本の大学教授は，留学生に対する成績評価が甘い。（きびしくない）
  1.　2.　3.

Q 21 あなたは留学終了後，どのような計画をもっていますか。

1. すぐに帰国する
2. できれば日本にとどまる
3. 日本以外の国に留学する　→　どの国ですか ＿＿＿＿＿＿＿＿
4. その他

Q 22 帰国後，どのような計画をもっていますか

1. 前職に復帰する
2. あたらしい職をみつける
3. 大学生として勉学をつづける
4. 決めていない
5. 帰国するつもりはない
6. その他 ＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

Q 19: To what extent is a Japanese degree advantageous for employment, status or salary-increase in your home country ?

1. Very advantageous
2. Advantageous
3. Not so advantageous
4. Don't know

Q 20: Please indicate your agreement or disagreement with each of the following statements, as follows:

1. Yes 2. No 3. Dont't know

* In general, Japanese universities have reached to the international academic standards. 1. 2. 3.
* Japanese universities are paying enough attention to the problems in developing countries. 1. 2. 3.
* In general, Japanese professors are indifferent to foreign students. 1. 2. 3.
* Japanese universities should provide foreign students with classes taught in English. 1. 2. 3.
* I would be happy to continue studying in Japan for an extended period of time. 1. 2. 3.
* I will positively recommend others to come to study in Japan. 1. 2. 3.
* Japanese students at my graduate school are cooperative in my study. 1. 2. 3.
* Japanese professors are generous (not strict) to foreign students in terms of evaluation. 1. 2. 3.

Q 21: What is your plan after completing your study in Japan ?

1. Return to home country immediately
2. Continue to stay in Japan, if possible
3. Go to another country to study ⟶ Which country ? _____
4. Other

Q 22: What is your plan after returning to your home country ?

1. Come back to former job
2. Find a new job
3. Continue to study as a student
4. Undecided
5. Not intend to go back home
6. Other: _____

Q 23 日本の大学院で学んだことが，帰国後に役立つと思いますか。

1. たいへん役立つ
2. 役立つ
3. それほど役立たない
4. わからない

最後に統計的処理に必要な事項についてお答え下さい。

1. 生年：
   _____
2. 性別：　1. 男　　2. 女
3. 国籍：
   _____
4. 婚姻関係：　1. 未婚　　2. 既婚
5. あなたは家族といっしょに日本で生活していますか。
   1. はい　　2. いいえ
6. あなたはどのくらい日本に滞在していますか。
   約 _____ 年 _____ ケ月
7. あなたは，つぎのどの課程に所属していますか。
   1. 修士課程
   2. 博士課程
   3. 研究生
   4. その他 _____
8. あなたの所属大学についてお書き下さい。
   1. 大学名
      _____
   2. 研究科または学部名
      _____
   3. 専攻名
      _____

Q 23: Do you think what you have studied at the Japanese graduate school will be helpful after returning to your home country ?

1. Very helpful
2. helpful
3. Not so helpful
4. Don't know

Lastly, please answer the following items necessary for the statistical pocessing.

1. Year of birth: _____

2: Sex:

1. Male 2. Female

3: Name of your country: _____

4: Marital status:

1. Single 2. Married

5: Do you have your family with you in Japan ?

1. Yes 2. No

6: How long have you been staying in Japan ?

About _____ years _____ months

7: In what course are you studying ?

1. Master course
2. Doctor course
3. Research student (Kenkyûsei)
4. Other: _____

8: Institution where you are studying:

1. Name of institution (Daigaku)

_____

2. Department (Kenkyûka or Gakubu)

_____

3. Course (Senkô)

_____

9. あなたは日本政府から奨学金を得ていますか。

1. はい
2. いいえ

10. あなたが留学前に取得した**最終学位**はつぎのどれですか。

1. 学　士
2. 修　士
3. 博　士
4. その他：＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

11. あなたの**留学前**の職業は何ですか

1. 無職
2. 学生
3. 大学・研究職
4. 初等・中等学校教員
5. 公務員
6. 会社員
7. その他＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿＿

→ 次頁へつづく

9: Are your study expenses paid by Japanese government ?

1. Yes
2. No

10: What is your degree obtained before coming to Japan ?

1. Bachelor degree
2. Master degree
3. Doctor degree
4. Other

11: What was your occupation **before coming to Japan** ?

1. Unemployed
2. Student
3. Academic profession (college and university related occupation)
4. Primary or secondary school teacher
5. Public service (government official)
6. Employee at a company
7. Other: _____ _____

→ **Continued to next page.**

自由記述意見：

留学生として日本の大学院で学んだ経験にもとづき，日本の大学教育，大学教授，大学行政，日本人学生等について，あなたのご意見・提案を自由にお書き下さい。（中国語，英語，フランス語，ドイツ語，日本語，韓国語，スペイン語のいずれかでお書き下さい。）

御協力たいへんありがとうございました。

COMMENTS:

We should appreciate it if you would comment quite freely, and make any proposals you think valuable, on higher education, faculty members, administration and students in Japanese universities and colleges, on the basis of your experiences as a student here. (Please write in Chinese, English, French, German, Japanese, Korean or Spanish)

Please accept our thanks for your cooperation.

[Appendix C–1]

Program of the First International Study Tour on the Internationalization of Higher Education

Period : March 18 to May 18, 1978

Members : Ikuo Amano, Affiliated Researcher at the R.I.H.E., Associate Professor, Faculty of Education, Nagoya University
(From March 18 to May 13, 1978. Europe and U. S. A.)

Kazuyuki Kitamura, Associate Professor at the R.I.H.E., Coordinator of the Study Tour Group
(From March 26 to May 18, 1978. U. S. A.)

Nobuyuki Yuasa : Research Associate at the R.I.H.E., Associate Professor, Faculty of Letters Hiroshima University
(From March 26 to May 5, 1978. U. S. A.)

Research areas : 1) The present situation in international academic exchange in Europe and the United States :
a) International exchange programs for faculty members and researchers
b) Status and conditions of employment of foreign scholars
c) National policy for international academic exchange

2) International educational exchange in Europe and the United States — especially the problem of foreign students and study-abroad programs
a) How the foreign student is received
b) Study abroad
c) Academic programs for foreign students

3) New trends and problems in contemporary American and European higher education

Institutions Visited :

Europe (Amano)

Belgium	3
Netherlands	1
Sweden	3
France	1
United Kingdom	4
Total	12 institutions

U. S. A. (Amano, Kitamura, Yuasa)

Universities and 4 Year Institutions	29
Junior and Community Colleges	4
Research Institutes, Higher Educational Organizations and Governmental Agencies	14
Total	47 institutions

In total, we have visited 59 institutions and interviewed more than 150 people concerned with the topics. The persons and institutions we have visited during this period are listed as following table.

List of Institutions Visited

A) Europe

I. Belgium

1) *National Fonds Voor Wetenschappelijk Onderzoek*, Bruxelles
   Mr. Traest, Assistant Secretary General

2) *National Ministry of Education*, Bruxelles
   Mrs. Van Steenkiste, Advisor to the Minister
   Mr. M. Baeten, Director General

3) *National Ministry of Labour*, Bruxelles
   Mr. Van de Sypt, Advisor to the Minister

4) *Free University of Brussels*, Bruxelles
   Mr. A. Germain, Attaché au Rectorat

5) *Catholic University of Louvain*, Louvain
   Mrs. C. Houben, Director of the Student Office

II. Netherlands

6) *Ministry of Education*, The Hague
   Miss E. Talsma, Director of International Relations

III. Sweden

7) *Stockholm University*, Stockholm
   Dr. Richard Noonan
   Prof. Magrus Hakansson
   Prof. Torsten Husen
   Prof. Hans Backvall

8) *The National Swedish Board of Universities and Colleges*, Stockholm
   Mr. Hans Lowbeer, Chancellor

9) *Stockholm Institute of Education*, Stockholm
   Prof. Kjell Rubenson
   Mr. Owe Nilsson

IV. OECD

10) *Centers for Educational Research and Innovation*, Paris
   Mr. George S. Papadopoulos
   Dr. Dorothea Furth

V. United Kingdom

11) *North East London Polytechnic*, London
   Mr. J. E. Proctor, Assistant Director

12) *University of Surrey*, Surrey
   Prof. M. Tropp
   Prof. C. Elton

13) *Brighton Polytechnic*, Brighton
Miss L. Harper

14) *University of Sussex*, Brighton
Prof. Ronald P. Dore
Prof. Tony Becher

B) United States of America

1) *University of Washington*, Seattle
Office of the Provost (Dr. R. Grafias)
International Student Office (Mr. L. A. Ingram & 3 others)
Department of Higher Education (Dr. D. T. Williams & 11 others)
Foreign Study Office (Mr. J. P. O'Connel & another)

2) *University of Kansas*, Lawrence
Office of the Chancellor (Dr. D. Shankel)
Office of Foreign Students (Dean C. Coan)
The College of the Arts and Sciences (Dr. F. Horowitz, Assistant Dean)
Department of East Asian Language and Cultures (Dr. C. Hurst & 2 others)
Intensive English Center (Mr. M. Henderson)
Office of Study Abroad Programs (Ms. A. Herzfeld)

3) *University of Mississippe*, Oxford

4) *University of Tennessee*, Knoxville
Office of the Chancellor (Dr. W. Hernden & 5 others)

5) *Japan-U. S. Friendship Commission*, Washington, D. C.
Mr. F. Tenny, Executive Director
Mr. Ivan Hall, Assistant Executive Director

6) *U. S. Office of Education*, Washington, D. C.
Dr. R. Leestma, Associate Commissioner for International Education

7) *American Council on Education*, Washington, D. C.

8) *American Association for Higher Education*, Washington, D. C.

9) *ERIC Clearinghouse on Higher Education*, Washington, D. C.

10) *American Association for University Professors*, Washington, D. C.

11) *American Association of State Colleges and Universities*, Washington, D. C.

12) *The College of William & Mary*, Williamsburg

13) *Johns Hopkins University*, Baltimore

14) *The Ford Foundation*, New York
Office of Higher Education and Research (Dr. F. Crossland & another)
Office of Asian and the Pacific (Dr. R. Froodin, Dr. W. Ilchman & another)

15) *The Institute of International Education*, New York
Mrs. C. A. Pyle, Vice President
Mr. R. N. White

16) *Council on International Educational Exchange*, New York
Dr. J. H. Skillman, Assistant Executive Director

17) *Hunter College, City University of New York*, New York
Dr. Ann F. Decker, Dean

18) *The Rockfeller University*, New York
Dr. H. Asanuma
Dr. S. Sassa

19) *Columbia University*, New York
Department of Sociology (Prof. Herbert Passin, Prof. George Bereday & 3 others)
East Asian Institute (Prof. G. Curtis & 2 others)

20) *Rutgers, The State University of New Jersey*, New Brunswick
School of Education (Dr. N. Shimahara & another)
Admissions Office (Mr. D. Taylor, Director & 2 others)
International Center (Ms. K. Tranfo, Assistant Director & another)
Office of the Provost (Dr. J. Parrish)

21) *Princeton University*, Princeton
Department of English (Dr. E. Miner)

22) *Yale University*, New Haven
Institution for Social and Policy Study (Prof. B. Clark & 7 others)

23) *Massachusetts Institute of Technology*, Cambridge
Office of the Admissions

24) *Harvard University*, Cambridge

25) *Amherst College*, Amherst
Department of History (Prof. R. Moore)
Admissions Office

26) *University of Massachusetts*, Amherst

27) *Cornell University*, Ithaca
Prof. T. J. Pempel

28) *State University of New York*, Buffalo
Department of Sociology (Dr. L. S. Lewis)
Council on International Study (Dr. A. Michaels)
Intensive English Language Institute (Dr. S. C. Dunnett)
Office of the President (Dr. I. Crane)
The International College (Dr. I. Spitzberg)
Department of Higher Education (Dr. P. Altbach, Dr. W. Hobbs & Dr. B. Francis)
Office of International Affairs (Dr. K. A. Kawi)

29) *Medaille College*, Buffalo
Office of the President (Dr. C. MaCray, President)

30) *Northwestern University*, Evanston
Office of International Programs and Scholars (Dr. W. Zimmerman, Director)

31) *University of Chicago*, Chicago
Admissions Office

32) *University of Arizona*, Tucson
Department of Cellular and Developmental Biology (Dr. N. Shimizu)

33) *University of California*, Los Angeles (UCLA)
School of Education (Dr. F. Kintzer, Dr. R. Pace, Dr. W. Bush, Dr. A. Astin)
Office of the International Students and Scholars (Dr. M. D. Epstein, Dean)

34) *Claremont Colleges*, Claremont
Claremont Graduate School (Prof. H. Bowen, Prof. J. H. Schuster)
Claremont Men's College
Harvey Mudd College
Pitzer College
Pomona College
Scripps College

35) *University of California*, Santa Barbara
Office of the Educational Abroad Program (Dr. W. Allaway, Director, Dr. J. D. Kline, Dr. H. C. Shorrock)
Office of International Students (Mr. K. M. Mathew, Dean)

36) *Higher Education Research Institute*, Los Angeles
Miss Rita Shery

37) *University of California*, San Diego
Office of the Chancellor (Dr. T. Hull)
International Center (Mrs. J. Walsh)

38) *University of California*, Berkeley
Center for Studies in Higher Education (Prof. M. Trow, Director, Mrs. J. Ruyle, Assistant Director)

39) *Carnegie Council for Policy Studies in Higher Education*, Berkeley
Mr. V. Stadtman, Dr. A. Levine

40) *Educational Testing Services*, Berkeley
Dr. R. Peterson, Dr. K. P. Cross

41) *Heald Engineering College*, San Francisco
Mr. E. Wang, International Student Advisor

42) *Jossey-Bass Inc. Publishers*, San Francisco
Dr. J. B. L. Hefferlin, Editor

43) *Laney College*, Oakland
Mr. C. Gibson, Public Information Assistant

44) *Contra Costa College*, San Pablo
Mr. R. Martincinch, Dean & 2 others

45) *Indian Valley Colleges*, Novato

46) *University of Hawaii*, Honolulu
College of Education (Prof. Beauchamp, Dr. Everly, Dean & 4 others)

47) *East-West Center*, Honolulu
Culture Learning Institute (Dr. G. J. Trifonovitch & 2 others)
Communication Institute (Dr. G. Beal)
Open Grants (Dr. H. Ishigaya)

[Appendix C–2]

Program of the Second International Study Tour
on the Internationalization of Higher Education

Period : 9 February – 9 March, 1980.
Member : Kazuyuki Kitamura, Professor at R. I. H. E. (Coordinator of the Project)

List of Visiting Institutions and People Interviewed

Ministère des Universités, Paris
M. Le Brun, Chef de service adjoint au directeur, Direction de l'Administration des Personnels Enseignants et Techniques

Reid Hall (Columbia University), Paris
Dr. Otto Klineberg, Professor Emeritus, Columbia University

Université de Paris-Dauphiné
M. Salfati, Secrétaire Général

Université Pierre et Marie Curie, Paris
M. Poullain, Secrétaire Général
M. R. Faye, Secrétaire Général adjoint Medecine

University of Leiden, Leiden
Dr. D. P. den Os, Secretary to the University
Dr. P. Floor, Head, Bureau Onderzvek van Onderwijs

University of Nijmegen
Dr. J. van Hout, Director, Instituut voor Onderzoek van het Wetenschappelijke Onderwijs (IOWO)

University of Copenhagen, Copenhagen
Prof. Joan Conrad, Director, Institute of Education

University of Hamburg
Prof. H. van den Bussche, Executive Director, Interdisziplinares Zentrum für Hochschuldidaktik

Kulturministerium Hessen, Wiesbaden
Dr. Wolfgang Busch, Secretariat (in charge of Personnel Affairs)

Gesamthochschule Kassel
Mr. Walter Romahn, Leiter des Akademischen Auslandsamts
Mr. Martin Klein, Regierungsdirektor
Mr. G. Frindt, Abteilung für Grundsatz- und Rechtsangelegenheiten

University of Göttingen
Dr. Liselotte Krausser, Leiterin des Akademischen Auslandsamtes

The City College, CUNY

Dr. Morris Silberberg, Provost

Dr. Stephen Leberstein, Provost Office

Dr. Arthur Tiedemann, Dean, Division of Social Sciences

Prof. Samuel Wilen, Chairman, Faculty Senate Committee on Personnel Matters

Association of American Universities (AAU)

Ms. Berbra Turlington, Executive Assistant to the President

Department of Education

Dr. Robert Leestma, Office of the Commissioner

University of Colorado, Boulder

Mr. Eugine H. Smith, Director, Foreign Student and Scholar Program

Dr. Joanne Arnold, Associate Vice Chancellor for Academic Affairs

Dr. R. Curtis Johnson, Dean of International Education

University of California, Los Angeles (UCLA)

Dr. John Hawkins, Associate Dean for Academic Affairs, Graduate School of Education

Dr. Nadia Doubins, Assistant Dean, Office of International Students and Scholars

University of California, Berkeley

Prof. Sheldom Rothblatt, Chairman, Department of History

Dr. Janet Ryle, Assistant Director, Center for Studies in Higher Education

Ms. Susan Belkin, Assistant Adviser to Foreign Students and Scholars, International House

Dr. Edward T. Blakely, Assistant Vice President for Academic Personnel

Prof. David Hooson, Dean of Social Sciences

Dr. Clark Kerr, Institute of Industrial Relations

University of Hawaii, Honolulu

Prof. Edward R. Beauchamp, College of Education

[Appendix C–3]

Program of the Third Study Tour on the Internationalization of Higher Education

Period : 23 March to 6 April 1981

Purposes of the Investigation:

1) The present situation of the international academic exchange especially between Japan and South-East Asian Countries

2) The evaluation of Japanese higher education — especially of the quality of Japanese academic degrees

3) The present status and problems of Japanese studies and Japanese language training in Asian countries

Members of the Team:

Kazuyuki Kitamura, Professor, RIHE
Toru Umakoshi, Associate Professor, RIHE
Akira Ninomiya, Associate Professor, Faculty of Education, Hiroshima University
Hirotoshi Yamasaki, Research Assistant, RIHE

Institution Visited

Singapore (24–25 March, 1981)

1) *Regional Institute of Higher Education and Development* (RIHED), 15, Grange Road, Singapore 0293
   Dr. R. Sanusi, Research Officer
   Mrs. M. Malchoda, Editor
   Mr. Poun Heng Choong

2) *National University of Singapore*, Kent Ridge, Singapore 0511
   Prof. Edwin Thunbo, Dean, Faculty of Arts & Social Sciences
   Prof. Teh Hoon Heng, Head, Department of Mathematics
   Dr. Bernard Tan, Vice-Dean, Faculty of Science
   Mrs. Lu Sinclair, Registrar

3) *Institute of Education*, Paterson Road, Singapore 0923
   Mr. Ho Wah Kam, School of Language Studies
   Dr. Tan Wee Kiat, Head, School of Advanced Studies
   Dr. Eng Sao Peck, Head, School of Professional Studies

4) *Singapore Polytechnic*, Dover Road, Singapore 0513
   Mr. Teh Yap Cheng, Deputy Registar
   Mr. Teoh Chin Koon, Head, Planning and Statistics Branch

Indonesia (25–28 March)

1) *National Institute for Cultural Research* (LIPI), 3 Pejambon, Jakarta Pusat
   Dr. Lee Tek Tjeng, Research Specialist

2) *University of Indonesia*, Jl. Salemba 4 Jakarta
   Prof. Dr. Mahar Mardjono, Rector
   Prof. S. Somadikasta, Dean, Faculty of Sciences & Mathematics

3) *Department of Education and Science* (Department P dan K), JL. Jend. Sudirman, Pintu I, Senayan, Jakarta
   Dr. S. M. Simorangkir, Head of Sub-Directorate for Staff Development (Kepala Sub-Direktorat Pembinaan Sarana Akademis)
   Mr. Hamdan Mansoeur, Head of Sub-Directorate for Curriculum and Teaching Aid Development
   Mr. Robi Subianto, Staff of Sub-Directorate for Institutional Cooperation
   Drs. Jusuf Kroengbaro, Kepala Sub-Directorat, Peningkatan Mutu Pendidikan (Private Universities Section)
   Dr. Willy Toisuta, Asisten Direktur, Proyek Inovasi, ADB

4) *The Ford Foundation*, Taman Kebon Sirih ¼, Jakarta
   Mr. Tom G. Kessinger, Representative
   Dr. William K. Cummings, Project Specialist

5) *Institute Pertanian Bogor*, Jl. Raya Pajajaran, Bogor
   Dr. Andi Hakim Nasoetion, Rektor
   Dr. Edi Guhardja, Dekan Sekolah Pasca
   Dr. Ikin Mansjoer.

6) *Institute Keguruan Dan Ilmu Pendidikan* (IKIP), Jln. Dr. Setiabudi No. 229, Bandung
   Drs. Numan Somantrix, Rector

7) *Institute Teknologi Bandung* (ITB), Jl. Ganesha 10, Bandung
   Dr. Achmad Arifin, Dept. of Mathematics
   Dr. Kudrat Sumintapura, Deputy of the Rector on Academic Affairs
   Dr. Ketut Karsa, Dept. of Electrical Engineering
   Dr. S. M. Nababan, Dept. of Mathematics
   Dr. Banka Kartasasmita, 〃
   Dr. Sunardi Wirjosudirdjo, 〃
   Dr. Sutawanir Darwis, 〃
   Dr. Lsjrin Noeroin, Dept, of Chemistry and Director 1st year Common Program

Thailand (30–31 March)

1) *Unesco Regional Office for Education in Asia and Oceania*, Darakan Building, 920 Sukhumyit Rd., Bangkok
   Mr. Raja Roy Singh, Assistant Director-General
   Mrs. Malia Lao Sunthava, Programme Specialist, Documentation Unit
   Mrs. Pensri Tangyan, Distribution Servicing

2) *Office of University Affairs*, Si Ayutthaya Road, Bangkok 4
   Dr. Wichit Srisa-an, Deputy Undersecretary of State for University Affairs
   Mr. Athorn Chonhenchob, Undersecretary of State for University Affairs
   Mr. Vivool Phinit-Akson, Chief, Foreign Relations Division

3) *Sukhotai Thammathirat Open University*, Office of University Affairs, Sni Ayndhaya Road, Bangkok

Dr. Wichit Srisa-an, Rector
Dr. Iam Chaya-Ngam, Vice Rector for Academic Affairs
Dr. Tong-In Wangsetorn, Vice Rector for Planning and Development
Dr. Nikom Tedang, Director of the Office of Academic Affairs
Dr. Supon Sripahol, Chairman, School of Educational Studies

4) *Chulalongkorn University*, Bangkok 5
Dr. Thavorn Vajrabhaya, Vice Rector for Planning and Development
Dr. Amnon Namatra, Vice Rector
Dr. Kamchad Mongkolkul, Vice Rector for Academic Affairs
Prof. Salag Dhabanandana
Dr. Prapanpong Vejjajiva, Vice Rector for Property Management

5) *Japanese University Graduates Association*, Bangkok
Mr. Prayton Shiowattana, Project Manager, Technological Promotion Association (Thai-Japan)
Mr. Banyat Surskanvit, Lecturer, Faculty of Economics, Thammasat University
Mr. Navis Sprivanasont, Internal Medicine Dept., Siriraj Hospital, Mahidol University

Taiwan (3–4 March)

1) *National Taiwan University*, 1 Roosevelt Rd. IV, Taipei, China (Taiwan)
Dr. Han Zhung-mo, Professor of Law and Dean of Academic Affairs
Dr. Shu Jie-Lin, Professor, College of Law
Dr. Yie A-Yue, Professor, College of Liberal Arts (philisophy)
Dr. Shu Hsian-Yao, 〃
Dr. Huang De-She, 〃
Mr. Yung-Ho Ts'ao, librarian

2) *The Ministry of Education*, Taipei, China (Taiwan)
Mr. Ho Jien-Chai, Head, Committee on School Discipline & Moral education

3) *National Chengchi University*, Mushan 116, Taipei, China (Taiwan)
Dr. Hiong Hiang-Lin, Professor, Department of Psychology
Dr. Huang Kuo-Yiang, 〃
Dr. Ji Wen-Hiang, 〃
Dr. Lin Bang-Jie, 〃
Dr. Lan San-Yinn, Associate Professor, Department of Psychology
Mr. Huang She-zheng, Research Assistant, Department of Psychology
Mr. Li Liang-zhe, 〃
Mr. Chang Shue-Mu, Research Assistant, Department of Public Finance

4) *National Institute of Education Materials*, 41 Nan Hai Road, Taipei, China (Taiwan)
Mr. Wang Tong-Yao, Head, Education Materials Section